

# Perceived satisfaction on scholarship programs and academic success of college students in Davao city

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*Abstract: In the Philippines, financial capacity is still one of the major determining factors in whether or not a student can continue with higher education. While this is a relevant area of concern, many young Filipinos have the hope of finishing their education with the help of scholarship programs. In light of this topic, the proponents used a quantitative method of investigation—a correlational design—to determine the strength and direction of the relationship between perceived satisfaction with scholarship grants and the academic success of college-level students in Davao City. The study's respondents are 100 bona fide Davao City college students between 18 and 30 years old with ongoing scholarship grants for a year or more. The study utilized the following research instruments: The Academic Success Inventory for College Students (ASICS) and the Satisfaction with Scholarship Benefits Scale. The survey questionnaires were disseminated online and were answered via online voluntary participation. The data was appropriately tallied, and statistical tools such as mean, Pearson correlation, ANOVA, and descriptive analysis were used to generate meaningful results. It was found that there was a positive correlation between the variables under investigation. However, future researchers must consider that data was collected from students with different types of scholarships. From a safety perspective, the findings of this study may serve as an avenue for students, higher education institutions, and government and private scholarship grantors to thoroughly understand how scholarship programs may impact a student's academic experience.*

*Keywords: perceived satisfaction, scholarship programs, academic success, Davao City, quantitative research, correlational research*

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## INTRODUCTION

According to the Philippine Statistics Authority (2017), 87.3 percent of the 3.8 million Out of School Children and Youth are between the ages of 16 and 24, and one of the top reasons for these OSCYs not attending school is the high cost of education or financial concerns. The importance of this statement stems from the realization that a significant number of potential professionals were not allowed to attend college and how poverty has hampered their academic path. A college education is extremely beneficial in many ways, and for many people, it is a scholarship grant or financial aid that allows them to enroll in a tertiary education program. This lends credence to the notion that financial aid facilitates minority students access to higher education (Cagasan, Belonias, Cuadra, 2019).

Previous studies relied on traditional measures that focused on academic success indicators such as total GPA, retention, and graduation rate, while academic success is defined as degree completion (York et al., 2015), a student's application of specific knowledge and skills through course completion is most likely to be the determining factor. As a result, completing coursework is a critical requirement for earning a degree and should be investigated as a method of promoting students' academic success.

Several studies have hypothesized that scholarship grants facilitate college entry, retention, persistence, and progression; however, it is unclear how this contributes to the student's overall academic success. With 3.8 million Filipinos dropping out of school in 2017, the government has made numerous efforts to stretch the national budget and encourage students to enroll and remain in school. Most notably, the provisions of Republic Act 10931, also known as the Free College Education Law, went into effect

## PERCEIVED SATISFACTION ON SCHOLARSHIP PROGRAMS AND ACADEMIC SUCCESS OF COLLEGE STUDENTS IN DAVAO CITY

beginning with the 2018-2019 academic year. However, statistics show that only 12% of the students benefit from this law from low-income families (Orbeta & Paqueo, 2017). As a result, there is a need to conduct this study to discover how scholarship grants influence academic success and to present to current and future benefactors the influence that financial aid has not only on enrollment and retention but also on the realization of students' academic success.

This study aims to determine the strength and direction of the relationship between perceived satisfaction with scholarship grants and the academic success of college-level student grantees. With this, we seek the answer to the following questions: What is the level of perceived satisfaction with scholarship programs among college students in Davao City? What is the level of academic success among college students in Davao City? Is there a significant difference in the level of perceived satisfaction with scholarship programs when analyzed by the type of scholarship?

The study's findings benefit a wide range of industries. For students, they may be more inclined to learn about the scholarships available to them and assess whether they qualify or not, inspiring them to pursue both academic achievements and extracurricular activities to strengthen their academic and social commitments to their schools and increase their qualifications in acquiring a scholarship. They may also consider their motivations and experiences, which may influence their progress toward their academic goals. For Higher Education Institutions, it is the identification of avenues for assisting students in achieving academic success. Encouraging enrollment and retention in higher education institutions can help them grow their student population. It may also inspire government bodies to restructure budget plans for their respective countries education sectors, following subsidiary commitments to education such as the Republic Act 10931 or the Free College Education Law. For future researchers, this study may provide insight into the relationship between perceived satisfaction on scholarship programs and academic success that is not limited to a student's grade point average, as well as any significant differences between perceived satisfaction and the type of scholarship.

This study is grounded on the Student Integration Theory of Tinto (1975), which states that student attrition is a "longitudinal process of interactions between the individual and the academic and social systems of the college during which a person's experiences in the system continually modify his/her goals and institutional commitments in ways which lead to persistence and/or varying forms of dropout." In this study, the focus was on the students' perceptions of their scholarship grants, which are powerful motivators for students' commitment and academic success. This theory's postulation provided researchers with a framework for measuring academic success beyond grades and social and academic interactions between the student and the institution, such as external motivations, confidence, and levels of socializing. This study will assess students' perceptions of scholarship grants and their academic success to see if they have a relationship.

### **METHOD**

This chapter outlines how the study's objectives were met through a comprehensive methodology. This chapter covers the research methodologies and procedures, as well as the research design, research location, respondents and how they were chosen, the measures that were used throughout the study, and how the data was analyzed.

#### **Research Design**

This study employed a quantitative investigation method, defined as generating numerical data or data that can be converted into usable statistics to quantify the problem (DeFranzo, 2011). A correlational research design, specifically, to discover any patterns of the link between the variables under investigation and to assess the strength of the association. According to Tan (2014), a correlational study examines whether an increase or decrease in one variable corresponds to an increase or decrease in another variable. It was used in this case to assess the relationship between perceived satisfaction with the scholarship grant and the academic success of college-level students in Davao City.

#### **Research Respondents**

The study's respondents are 100 bona fide Davao City college students with ongoing scholarship grants, preferably existing for a year or more, and between the ages of 18 and 30. Quota Sampling, a non-probability sampling method, was used to ensure that the respondents represent the population of most significant interest to the research.

#### **Research Instruments**

Academic Success Inventory for College Students. This study adapted ASICS, an instrument developed initially by Dr. Frances Prevatt in 2011, with 50 items divided into ten factors: General Academic Skills, Career Decidedness, Internal Motivation/Confidence, External Motivation/Future, Lack of Anxiety, Concentration, Socializing, Personal Adjustment, Perceived Instructor Efficacy, and External

Motivation/Current. The ASICS response options are based on a 7-point Likert scale, with the stems 1=Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4=Neutral, 5=Slightly Agree, 6=Moderately Agree, and 7=Strongly Agree. Items with high mean scores indicate that students reported more positive functioning in relation to academic success in general. Items with low mean scores indicate that students reported maladaptive functioning concerning academic success. All negatively worded items are to be reversed before calculating item means and response option frequencies, ensuring that higher means on the inventory will consistently represent positive functioning. As a result, higher means will not necessarily indicate agreement or endorsement of the item statement but rather an endorsement of positive item functioning.

Table 1: ASICS Score Descriptive Equivalent

Scale	Descriptive Equivalent	Interpretation
5.81 – 7.00	Very High	This means that Davao City college students with scholarship grants show extremely positive functioning in relation to academic success.
4.61 – 5.80	High	This means that Davao City college students with scholarship grants show a favorably positive functioning in relation to academic success.
3.41 – 4.60	Moderate	This means that Davao City college students with scholarship grants show a fairly positive functioning in relation to academic success.
2.41 – 3.40	Low	This means that Davao City college students with scholarship grants show a slightly positive functioning in relation to academic success.
1.00 – 2.20	Very Low	This means that Davao City college students with scholarship grants are not positively functioning in relation to academic success.

Satisfaction on Scholarship Benefit Scale. This study also uses the 8-item Scholarship Benefit Scale developed by the Department of Science and Technology (2018), initially designed to gather feedback from undergraduate scholars regarding their satisfaction with the services and assistance provided. The items are rated on a 5-point Likert scale ranging from '1-strongly disagree' to '5-strongly agree.' Scores were converted to percentages, and the average percentage indicates their overall satisfaction with their scholarship grants.

Table 2: Satisfaction on Scholarship Benefit Score Descriptive Equivalent

Scale	Descriptive Equivalent	Interpretation
81% – 100%	Very High	This means that Davao City college students' perceived satisfaction with their scholarship grants is extremely evident.
61% – 80%	High	This means that Davao City college students' perceived satisfaction with their scholarship grants is favorably evident.
41% – 60%	Moderate	This means that Davao City college students' perceived satisfaction with their scholarship grants is fairly evident.
21% – 40%	Low	This means that Davao City college students' perceived satisfaction with their scholarship grants is slightly evident.
1% – 20%	Very Low	This means that Davao City college students' perceived satisfaction with their scholarship grants is not evident.

#### Data Gathering Procedure

During this study, the researchers take the following steps:

1. Questionnaire Development and Validation. The researcher used adapted instruments for both

## PERCEIVED SATISFACTION ON SCHOLARSHIP PROGRAMS AND ACADEMIC SUCCESS OF COLLEGE STUDENTS IN DAVAO CITY

dependent and independent variables submitted for content validation. The instruments measure respondents' satisfaction with their scholarship grants and their overall academic success.

2. Request for Permission to Conduct the Study. Following the validation of the questionnaire, the researchers wrote to the Dean of the College of Arts and Sciences Education to request permission to conduct the study.
3. Preparation and Giving of Consent. Following the dean's approval, the researchers encoded the questionnaire using Google Forms. The letter of consent was presented on the first page of the form, and respondents will have the option of proceeding or not answering the survey.
4. Data Gathering. Respondents filled out the information sheet portion of the Google Form, which includes the demographic profile (age and gender), school, year level, type of scholarship grant, and years of being a scholarship grantee via drop-down response options. Then, using a checkbox-style response format, they will complete the 50-item Academic Success Inventory for College Students and the 8-item Scholarship Satisfaction Scale in the Google Form.
5. Data Analysis and Interpretation. The completed questionnaires were collected, and the researchers used SPSS to perform preliminary computation, tabulation, and analysis. Descriptive statistics and the Pearson  $r$  coefficient were used to test the hypothesis on whether or not the independent and dependent variables have a statistically significant correlation. The researchers submitted the collected data and a preliminary computation of scores to the assigned statistician for feedback and a final statistical report.
6. Formulation of Conclusions and Recommendations. After the data had been confidentially and appropriately interpreted, the researchers wrote the significant findings, implications, and general knowledge extracted from the study, formed a conclusion, and recommended actions based on the overall result and interpretation.
- 7.

### **Statistical Tools**

This section discusses the statistical treatments used in analyzing the data.

Mean. According to Ali & Bhaskar (2016), the mean is the sum of all the scores divided by the number of scores. It was used in this study to determine the average measure of students' satisfaction with their scholarship grants, as well as the descriptive equivalent of the student's academic success.

Pearson  $r$  correlation. As stated by Chee (2015), it measures the strength, direction, and probability of a linear association between two interval or ratio variables. Pearson correlation will be calculated to test the relationship between the students' perceived satisfaction with their scholarship grants and academic success.

Analysis of Variance (ANOVA). In research by Fisher (2021), ANOVA is a statistical technique for analyzing variation in a response variable (continuous random variable) measured under conditions defined by discrete factors (classification variables, often with nominal levels). It was used to measure the significant difference in the perceived satisfaction when analyzed by the type of scholarship the students have.

### **Ethical Considerations**

The researchers subscribe to upholding the ethical standards thereby stipulated in Section Ten of the Ethical Standards and Procedures in the Specific Functions section of The Code of Ethics for Philippine Psychologists by the Psychological Association of the Philippines (2007). During this study, the researchers ensure that respondents are not coerced into answering the surveys and questionnaires.

Informed consent. Informed consent is providing respondents with complete information about the research, educating them on the extent of their participation, and procuring approval from them before they engage in the study (University of Oxford, 2019). Respondents of this study are fully informed of the study's background, purpose, and procedures, as well as their rights to withdraw and have their data deleted if they so desire.

Respect the participants' dignity and confidentiality. The Code of Ethics for Philippine Psychologists (2007) describes respect for the dignity of persons and peoples as the recognition of the inherent worth of all human beings, regardless of characteristics such as race, gender, and religion, and that they are all worthy of moral consideration. The researchers performed no discrimination of any kind towards the respondents and, as such, did not include characteristics such as gender, socioeconomic background, and religion as a variable in consideration for their participation in the study. The researchers respect a participant's decision to decline participation. When questions are raised about any part of the study, the researchers are responsive and committed to fully educating respondents about their queries. All respondents' data are kept confidential at all times. The researchers also consult with advisers to review and ensure that any ethical risks are eliminated.

### **Scope and Limitations**

This study's respondents are students who have received various types of scholarships, and the

researchers did not include a general weighted average or grade in any of our moderating variables. Although a sample population of students with a specific type of scholarship, particularly academic scholarships, may yield more substantial results between variables, the results and discussion are limited to the data collected.

## RESULTS AND DISCUSSION

This section presents the results and discussion of data relevant to the questions posed in the problem statement. The level of scholarship satisfaction among Davao City college and university students in terms of the scholarship benefits received the level of academic success, the significant difference in satisfaction on various scholarship programs from across types of scholarship, and the significant relationship between perceived satisfaction on scholarship programs and academic success.

Respondents of this study are bonafide college students of Davao City between the ages of 18 and 30 and currently hold a scholarship for at least one year.

**Table 3:** Distribution of Respondents

Categories	Frequency	%
Age		
18 - 20	10	10
21 - 25	89	89
26 - 30	2	1
Years with Scholarship		
1	8	8
2	27	27
3	37	37
4	27	27
5	1	1
Total	100	100

**Table 4:** Descriptive Statistics: Level of Perceived Satisfaction on Scholarship Programs Among College Students in Davao City

	N	Minimum	Maximum	Mean	Std. Deviation
SB1	101	1	5	4.2178	0.96544
SB2	101	1	5	4.1386	0.949
SB3	101	3	5	4.4059	0.66601
SB4	101	1	5	4.3366	0.85179
SB5	101	1	5	4.1881	0.90236
SB6	101	1	5	3.8713	1.17186
SB7	101	1	5	4.1089	0.96851
SB8	101	1	5	3.8713	1.17186
SB9	101	2	5	4.3564	0.81956
SATISFACTION ON SCHOLARSHIP BENEFITS					
	101	1.9	5	4.1663	0.71166
Valid N (listwise)	101				

The benefits and services determined the satisfaction with Scholarship Benefits determined satisfaction with Scholarship Benefits and support that the students received from their scholarship programs. The range of the students' ratings for this variable was between 3.8 and 4.4 (77%–88%), indicating that each item on the survey was perceived fairly positively, noting that a few areas call for action and improvement. The mean results presented in Table 4 indicate that, on average, the students are

PERCEIVED SATISFACTION ON SCHOLARSHIP PROGRAMS AND ACADEMIC SUCCESS OF COLLEGE STUDENTS IN DAVAO CITY

very satisfied with all aspects of the benefits, service, and support received and are highly satisfied with their relationship with the scholarship staff and the timeliness of the processing of stipends.

Scholarships are crucial in making college more accessible and affordable. They make higher education possible for students who would not otherwise be able to afford it (Giva Inc., 2015). With the significant role of scholarship programs, students are expected to positively perceive them, although some areas could be improved in the administration and planning.

**Table 5:** Descriptive Statistics: Level of Academic Success Among College Students in Davao City

	N	Minimum	Maximum	Mean	Std. Deviation
ACADEMIC SUCCESS INVENTORY FOR COLLEGE STUDENTS	101	3.6	6.5	4.8713	0.53895
Valid N Listwise	101				

**Table 6:** Average Scores on ASICS subscales

<i>Academic Success Inventory for College Students</i>	Mean
General Academic Skills	5.4232
Internal Motivation/Confidence	5.115
Perceived Instructor Efficacy	4.1683
Concentration	4.1015
External Motivation/Future	6.000
Socializing	4.2178
Career Decidedness	5.0743
Lack of Anxiety	4.2442
Personal Adjustment	3.6567
External Motivation/Current	5.1419

Table 5 shows that, on average, the students with scholarship grants have a high level of academic success. As presented in Table 6, the students had the highest score on the External Motivation/Future Subscale (mean=6) and scored lowest on the Personal Adjustment Subscale (mean=3.6567), which was reverse scored. Considering that the range of 3.6–6 is the student's score for this variable on a scale of 7, we are under the safe assumption that they are moderate to highly inclined to manifest positive functioning in achieving academic success. This reflects how external factors and experiences in college greatly influence a student's goals and persistence.

Graziosi (2014) investigated the impact of different forms of financial incentives—income-based grants and/or merit-based scholarships and/or loans—on both the probability of the student enrolling in their second year and of graduating within the regular time frame and found that income-based grants reduce the dropout rate, while merit-based grants help students graduate within their proper year. In line with this, Agasisti and Murtinu (2016) found that obtaining a grant positively affected a wide range of academic results, including dropout rate, university credits, time to graduation, and various heterogeneous effects relating to the students' features and course.

An improved understanding of college academic success necessitates developing complex models that consider multiple social, cognitive, and interpersonal variables (Pascarella & Terenzini, 2005).

**Table 7:** Relationship between Satisfaction on Scholarship Programs and Academic Success Inventory for College Students

		SATISFACTION ON SCHOLARSHIP BENEFITS	ACADEMIC SUCCESS INVENTORY FOR COLLEGE STUDENTS
SATISFACTION ON SCHOLARSHIP BENEFITS	Pearson Correlation	1	.370**
	Sig. (2-tailed)		0
	N	101	101
ACADEMIC SUCCESS INVENTORY FOR COLLEGE STUDENTS	Pearson Correlation	.370**	1
	Sig. (2-tailed)	0	
	N	101	101

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 7 shows the Pearson correlation coefficients calculated between academic success and satisfaction with scholarship grants among Davao City college students. The findings show a positive relationship ( $r=0.370$ ;  $P0.01$ ) between academic success and satisfaction with scholarship grants. This reveals that the higher the perceived satisfaction towards their scholarship programs, the higher the students' capacity to achieve a higher level of academic success as well.

Scholarships for one or more purposes may help reduce the risk of dropping out, taking fewer credits, or delaying education. This could be because students are not required to work extra jobs to cover their expenses. Without the additional responsibilities, they have more time to focus on studying, learning, and other activities that will help them do well in school (Mahuron, 2018). Scholarship grantees may also be conditioned to perform well academically as it is a requirement to retain their scholarship, building an environment of healthy competition between students as well as striving to maintain their individual academic performance. Scholarships inspire them to reach goals toward academic achievement and can spark redirection when they begin to lose interest in their studies. They also help build and maintain effective study habits such as book reading and time management (Habiba & Liaqat, 2022).

**Table 8:** Significant Difference in the Satisfaction of Scholarship Programs Across the Type of Scholarship

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.295	3	1.432	2.996	0.034
Within Groups	46.35	97	0.478		
Total	50.646	100			

Table 8 presents a significant difference in the level of perceived satisfaction with scholarship programs when analyzed by the type of scholarship ( $F = 0.034$   $p = 0.05$ ). Academic Scholarship = 4.4, Need-Based Scholarship = 4.1, Government Scholarship = 4, and Other Scholarship = 4.4. This means that, with the use of variance, the mean differences obtained from the sample data are sufficiently significant to justify the conclusion that there are meaningful statistical differences between the means of the categorical groups and the populations from which they were drawn (Simkus, n.d.).

By understanding and knowing that each independent variable's mean (perceived satisfaction with scholarship programs) is different from the others, we can begin to understand which of them has a connection to the dependent variable (academic success) and begin to learn what is driving that behavior (What Is ANOVA (Analysis of Variance), 2022).

The result proves that the difference is due to chance and rejects the null hypothesis that each group is equal and has the same perceived satisfaction with their scholarship grants.

## CONCLUSION AND RECOMMENDATIONS

### Conclusion

This study intended to determine the strength and direction of the relationship between perceived satisfaction with scholarship grants and the realization of academic success of college-level student grantees. The findings provided insight into the impact of scholarship benefits on college students, which

## PERCEIVED SATISFACTION ON SCHOLARSHIP PROGRAMS AND ACADEMIC SUCCESS OF COLLEGE STUDENTS IN DAVAO CITY

can be used to explore and evaluate existing scholarship programs and resources that can benefit the student population.

On average, the students are very satisfied with all aspects of their scholarship programs and have a high level of academic success. The Pearson correlation coefficients calculated a significant positive relationship between the two. The relationship between these two variables shows that these factors, external to a student's college experience, continually aid and assist them in persisting to complete their higher education. Furthermore, consistent with the Student Integration Theory of Tinto (1975), scholarship benefits received by students from various programs/grantors have an impact on their overall academic experience. On average, students viewed these scholarship benefits favorably, increasing their motivation to achieve academic success, and expressed that they have positive functioning in the required areas.

The data presents a significant difference in the level of perceived satisfaction with scholarship programs when analyzed by the type of scholarship the student holds. Some groups had higher scores than others, meaning they felt more optimistic about the benefits.

### Recommendations

In the Philippines, with one of the lowest educational budgets, financial capacity is still one of the biggest challenges for families regarding learning and accessing quality education. The release of some financial burdens can also serve as a way for students to focus on other factors of their college experience, such as concentration, socializing, and confidence.

Different types of scholarships may also elicit more substantial results between variables; in the comparisons of student groups receiving different types of aid, all were determined to be statistically significant comparisons. The significance of the realization is that different types of scholarship aid may have a potential influencing characteristic for academic success (Avery, 2014). Scholarships and financial assistance may directly impact students' academic motivation (Robbins et al., 2004). Students might be directly encouraged to persevere and do well if they know that doing well in school is necessary to keep their scholarship.

The findings of this study move the researchers to make the following recommendations:

*For students.* The researchers recommend that they self-evaluate their current situation regarding financial capabilities and seek scholarships that will allow them to pursue their higher education and motivate them to succeed in their academic endeavors. Different types of scholarships are currently available to students, such as athletic scholarships, academic scholarships, and private scholarships funded by companies that offer financial aid in exchange for a certain number of years of employment with the same company. Students, who are as early as those in high school, may start considering their options and preparing their profiles to qualify for their desired scholarships.

*For Higher Education Institutions.* The researchers recommend that higher education institutions assess current scholars' perceived satisfaction with existing scholarships funded by their institution to identify areas that need improvement and those that should be maintained to increase academic success and obtain additional support and resources as needed.

*For Public and Private Scholarship Benefactors.* The researchers recommend that scholarship benefactors, both private and government institutions, review the structure of their scholarship programs to determine which areas need to be reorganized to increase beneficiary satisfaction and to restructure budget plans to increase allotment for scholarship programs.

*For Future Researchers.* This study was limited to 100 college students in Davao City. A larger population may elicit a stronger correlation between the variables, be it negative or positive, providing greater strength to the study's purpose and findings. For future researchers, we recommend gathering data from a larger population of students.

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PERCEIVED SATISFACTION ON SCHOLARSHIP PROGRAMS AND ACADEMIC SUCCESS OF  
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