

SCHOLARSHIP GRANTS IMPLICATION TO THE SCHOLASTIC ACHIEVEMENT OF BSED STUDENTS IN LSPU-SCC

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Abstract

This study was conducted to determine the scholarship grants implication to the scholastic achievement of a BSED student in Laguna State Polytechnic University Santa Cruz Campus. It involved 100 different majors in BSED student in College of Teacher Education in LSPU-SCC. 1) What is the mean level of scholarship grants implication in terms of Financial Needs and Family Background. 2) What is the mean level of Scholastic Achievement of BSED students in LSPU-SCC in terms of General Weighted Average. 3) Is there any significant effect of the scholarship grant implication to the scholastic achievement of BSED students in LSPU-SCC. What is the mean level of scholarship grants implication in terms of Family Background and Financial Needs? The family background got the grand mean of 3.78 and interpreted as Agree and High, while financial needs got the grand mean of 3.74 and interpreted as Agree and High. The mean level of scholastic achievement of a BSED student in LSPU-SCC has the general weighted average (GWA) for the first semester got a scale between 1.51-2.00 and interpreted as Very Satisfactory. There is no significant effect of the scholarship grant on the scholastic achievement of BSED students in LSPU-SCC. Based on the summary of the findings and conclusion drawn, the following were hereby recommended. 1) Students may maintain their grades and be active as much as they can in participating in different activities in the University. 2) Students may always be humble in the achievements that they receive from the scholarship. 3) Students may be always responsible in all aspects of life, especially if they have the privilege to continue their degrees by having a scholarship grant from the government. 4) There should be a further study in order to help poor and deserving young people who would like to finish their studies in the near future.

Keywords: Scholarship Grant, Scholastic Achievement, BSED Student, Implication, Family Need

INTRODUCTION

As eloquently stated by the Philippine Statistic Authority (2015), experiencing financial stress is not unlikely among Filipino students, and government statistics suggest that a significant proportion of the school-age population experience financial difficulties. Starting at the basic education level, almost 20% of Filipino children who dropped out of school mentioned insufficient financial resources as the main reason for quitting school.

Reyes et al., (2015), cited that, in the college-age population, the top reason (mentioned by 37.58%) for not going to college or university was the high cost of higher education; moreover, about 16.0% of those who opted not to pursue higher education report that they did so in order to look for work to earn money for their families.

In contradict to Reyes et. al., (2015) majority of the scholar specifically in the Department of College of Teachers education have the assistance of scholarships from different grantees of the different grants from the local, national as well as private sector. The researcher chose selected students in the department to measure the level of the scholar's grants to each student in the CTE department. Scholarship grants have a positive impact on the achievement of each grantee and the majority 2 of them are considered to be at the top of their classes and a lot of them become on the dean's list every semester.

Not only the assistance financially the scholarship grants can provide as well as the encouragement of eastudentnts to do more and become better as well to give the credits to the grant of their scholarship that they had. Aside from that, they enjoy giving back the grants that they receive by giving outstanding grades and achievements to the Institution.

In addition to that, the career benefits of earning a prestigious or merit-based scholarship are attractive. Employers who understand the competitive nature of the scholarship will recognize it as an accomplishment. Generally, a merit-based scholarship demonstrates to future employers that having exceptional ability in the academic, athletic or artistic realm is more advantageous because in the near future he or she will be successful. Competitive scholarships are accomplishments worth listing in a resume help that a lot in searching for a job and possibly helping to achieve one's career. The researchers came up with this study to measure the implication of the scholarship grant to the scholastic achievement of a BSED student in Laguna State Polytechnic University Santa Cruz Campus (LSPU-SCC).

According to Mahuron (2016), many students graduate from college with enormous student loan debt or limit their education to control costs. Because scholarships are free money, however. students can focus on their careers instead of thinking about how they will repay loans. This allows them to go into fields like law or medicine that require postgraduate training or to pursue careers in public service or other areas that don't pay high salaries, by removing financial barriers, scholarships make education and career goals easier to obtain.

1.1. Objectives of the Study

This study focused on the scholarship grants' implication for the scholastic achievement of a BSED student in Laguna State Polytechnic University Santa Cruz Campus (LSPU-SCC). And to help poor and deserving students to have scholarship grants to continue their studies. And lastly, the achievements given by these this scholarship grant be of great help to the Institution as well as to the grantee itself.

1. What is the mean level of scholarship grants implication in terms of:

1.1 Financial Needs; and

1.2 Family Background?

2. What is the mean level of scholastic achievement of a BSED student in LSPU-SCC in terms of:

2.1 General Weighted Average?

3. Is there any significant effect of the scholarship grantee's implication on the scholastic achievement of a BSED student in LSPU-SCC?

METHODOLOGY

2.1. Research Design

The descriptive method was used in the study in order to determine the Scholarship Grants Implication to the Scholastic Achievement of BSED Students in LSPU-SCC

2.2. Respondents of the Study

The respondents of the study were 100 selected students in Laguna State Polytechnic University taking Bachelor of Secondary Education Major in English, 23 Filipino, Social Science, Mathematics and General Science in Santa Cruz, Laguna specifically: fifteen (15) selected students from BSED English, fourteen (14) selected students from BSED Filipino, thirty-eight (38) selected students from BSED social Science, sixteen (16) selected students from BSED Mathematics and seventeen (17) selected students for General Science with a total of 100 students in all levels from the first year to third-year. The researcher highly believed that the chosen respondents were reliable sources of information to find answers to the questions about this study.

To be able to understand the implications of Scholar Grants to their Scholastic Achievement to the researcher cater the students in Santa Cruz, Laguna.

2.3. Research Instrument

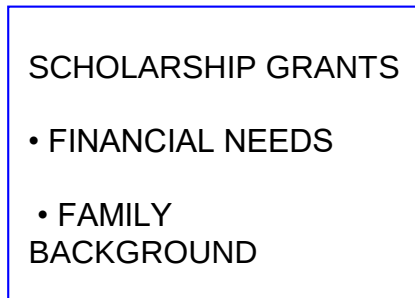
For the collection of data, a survey questionnaire was used in the form of a checklist as a tool in the study. The instrument was divided into (2) parts: Part 1 is about The Implication of Scholarship Grant Implication in terms of Financial Needs and family background and Part 2 the Scholastic Achievement in terms of General Weighted Average the said questionnaire was in the form of a checklist which had different interpretations based on its rating scale. The five rating scales were used in this study to obtain 100% responses which are as follows:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly	Very Low Disagree

2.4 Research Paradigm of the Study

The conceptual framework of the study is depicted in a paradigm. Independent Variable Dependent Variable

Independent Variables



Dependent Variables

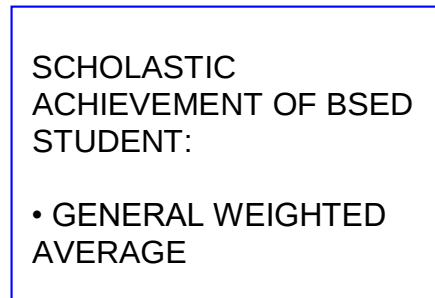


Figure 1. Research Paradigm of the Study

Figure 1 consists of the independent variable which is the financial needs and family background. The dependent variable refers to the scholastic achievement of a BSED student in terms of General Weighted Average per semester.

2.5. Statistical Treatment

The following statistical tools were used in order to analyze and interpret the gathered data. The weighted mean was used to measure the level of Scholar Grantees in terms of financial needs and family background. The standard deviation was used to measure the level of Scholastic Achievement in terms of General Weighted Average.

RESULTS AND DISCUSSION

This study aimed to determine the Scholarship Grants to the Scholastic Achievement of a BSED Student in Laguna State Polytechnic University Santa Cruz Campus.

Table 1: Level of Scholarship Grant and Implication in their Family Background

STATEMENT	Mean	Remarks
1. My family belongs to the low-income class having an income between ten thousand nine hundred fifty-seven pesos to twenty-one thousand nine hundred fourteen pesos (10,957-21,914) per month.	4.15	Agree
2. My family has five and above.	3.94	Agree

3. One or two members of the family has dependent especially, in financial needs and etc.	3.73	Agree
4. Only the father/mother has to work for his/her family to provide all the necessities in everyday life.	3.94	Agree
5. My family depends on the benefits of the Government such as 4P's and other financial assistance that the government can offer.	3.15	Moderately Agree
Grand Mean		Agree
Interpretation	3.78	High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly	Very Low Disagree

The table above shows that scholarship grants have ‘implication in terms of the family background with a verbal interpretation of *high* as shown by the weighted mean of 3.78. This means that the family background of the students has great impact to be chosen as one of the scholarship grants since some of the students can't afford to send them in higher education.

The statement, *my family belongs to the low-income class having an income between ten thousand nine hundred fifty-seven pesos to twenty-one thousand nine hundred fourteen pesos (10,957-21,914) per month* gained the highest weighted mean of 4.15 indicates that the respondents *agree* that scholarship should be granted to low-income families. However, the statement, *my family depends on the benefits of the government such as 4P's and other financial assistance that the government can offer* got the lowest weighted mean of 3.15 which means that the respondents moderately agree that they should merely depend on the financial assistance given by the government, they should do their part to earn as well.

As cited by Coleman (2016), “Equality of Educational Opportunity” was met with a palpable silence. Indeed, the timing of the release relied on one of the oldest tricks in the public relations playbook announcing unfavorable results on a major holiday, when neither the American public nor the news media are paying much attention. To the dismay of federal officials, the Coleman Report had concluded that “schools are remarkably similar in the effect they have on the achievement of their pupils when the socio-economic background of the students is taken into account.”

The table below shows that scholarship grant implication in terms of financial assistance were *high* as shown by the weighted mean of 3.74. This means that the financial assistance of the students has a high implication to be chosen as a scholarship grant. Scholarships or financial assistance should be given to those who are really in need.

Table 2 Level of Scholarship Grant Implication in terms of Financial Needs

STATEMENT	Mean	Remarks
1. My family can pay for house expenses such as food, housing, medical care, clothing, and transformation once or twice in a month.	3.96	Agree
2. My family experiences some difficulties in providing my needs especially in my studies such as providing my allowance, every day and projects as well.	4.01	Agree
3. My scholarship grants in my university really help me to provide for all of my necessities in life such as my allowance and other fees in my university once or twice a month.	4.21	Strongly Agree
4. My family encountered debt in private sectors such as cooperatives, cards, and lending, to provide for my needs in studying.	3.54	Agree
5. I experience lots of absences in my class and not complying with my requirement at the right time because of a lack of support coming from my family.	2.99	Moderately Agree
Grand Mean	3.74	Agree
Interpretation		High

Legend:

Scale	Range	Remarks	Verbal Interpretation
5	4.20 – 5.00	Strongly Agree	Very High
4	3.40 – 4.19	Agree	High
3	2.60 – 3.39	Moderately Agree	Average
2	1.80 – 2.59	Disagree	Low
1	1.0 – 1.79	Strongly	Very Low Disagree

The statement, the scholarship grants in the university help the students together with the researcher to provide all necessities in the study including the allowance and other fees which was given once or twice a month, it gained a mean of 4.21 and a verbal interpretation of "strongly." While on the other hand, the state for I experience lots of absences in my class and not complying my requirements at the right time because of lack of support coming from my family gained the lowest mean of 2.99 moderately agree, which means that mean that absences and not complying in a right time does not affect scholarship grant of the student.

According to Reyes and Yujuico (2014), stated a stress is negatively related to subjective well-being, or specifically, life satisfaction of Filipino students usually measures financial stress as shown by poverty that might cause psychological distress amongst the students.

Table 3. Scholastic Achievement of BSED student in LSPU-SCC

1 st Semester			
Descriptors	Grading Scale	Frequency	Percentage
Outstanding	1.50 above	25	0.25
Very Satisfactory	1.51-2.00	75	0.75
Satisfactory	2.01-2.50	0	0
Fairly Satisfactory	2.51-3.00	0	0
Did Not Meet Expectation	3 below	0	0
Mean		1.51-2.00	
Interpretation	Very Satisfactory		

Table 3 shows the students' scholastic achievement in the first semester showed that their scholastic achievement was *very satisfactory* with the general weighted average ranging from 1.51-2.00. This means that the students performs very well in school. 8 or 8 percent of the students obtained an outstanding performance with a general weighted average ranging from 1.50 above and 92 or 92 percent of the students performed very satisfactorily with a general weighted average ranging from 1.51 – 2.00.

As cited by Rubio (2014) identified personal-demographic, social, economic and psychological factors that influence the students' scores in a standardized entrance examination given by a university that students' scores, generally, tended to be low with the occurrence of sporadic extremely high scores attributed to their different characteristics.

Table 4. Scholarship Grant implication on their Scholastic Achievement of BSED student in LSPU-SCC

Variables	r-value	p-value	Decision on H ₀	Interpretation
Family Background	-0.130	0.199	Accept	Not Significant
General Weighted Average				

Financial Needs	-0.117	0.245	Accept	Not Significant
General Weighted Average				

**Significant at .05 level of significance*

Table 4 Scholarship Grantees' implication on Scholastic Achievement in terms of the General Weighted Average.

Table 4 interpreted that the above p-value of 0.199 on the scholarship grants in its implication in terms of family background the scholastic achievement have a general weighted average of 0.05 level of significance which indicated that the null hypothesis had been rejected. Which means that the family background has no significant relationship with scholastic achievement as indicated in the general weighted average. As well as, students' family background may not also affect their performance in school.

Moreover, in financial needs, the p-value of 0.245 on the implication of scholarship grantees on the scholastic achievement in terms of the general weighted average was higher than the 0.05 level of significance implying the acceptance of the null hypothesis. This showed that financial needs have no significant relationship with scholastic achievement in attaining high marks for the student.

CONCLUSION AND RECOMMENDATIONS:

Based on the summary of the findings and conclusion drawn, the following were hereby recommended.

1. Students may maintain their grades and be active as much as they have to participate in different activities and organizations at the University.
2. Students may always be humble about the achievements that they receive.
3. Students may always be responsible in all aspects of life, moreover if they have the privilege to continue their degrees by a scholarship grant from different government organizations or Institution.
4. Students may give back to their Alma Mater for all the opportunities and privileges that they have received as one of the scholar grantees of their Institution.
5. There should be further study for the poor and deserving students who wish to continue their studies in the near future.

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