



PARTIDO STATE UNIVERSITY

*Assessing the Effect of Financial Aid in  
Student's Academic Performance: The Case of  
Partido State University - Goa Campus*

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**BACHELOR OF SCIENCE IN MATHEMATICS**

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## **APPROVAL SHEET**

This is certify that the special problem here to attached, titled "**Assessing the Effect of Financial Aid in Student's Academic Performance: The Case of Partido State University - Goa Campus**" prepared and submitted by **Jessamae B. Avila, Kareem Rogel A. Hufancia and Marco A. Verdejo** in partial fulfilment of the requirements for the degree of **Bachelor of Science in Mathematics**, is hereby accepted.

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# CERTIFICATION

This is to certify that the undergraduate special problem titled, "**Assessing the Effect of Financial Aid in Student's Academic Performance: The Case of Partido State University - Goa Campus**" prepared and submitted by **Jessamae B. Avila, Kareem Rogel A. Hufancia and Marco A. Verdejo** has been examined, edited and found to be in accordance with the suggestions and recommendations made by the panel of evaluators/ examiners.

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## **Author's Biography**



Ms. Avila Jessamae Bergonio was born on the 8th day of October in the year 2000 at Belen Street, Goa, Camarines Sur. She is the fourth child of the eight children of Mr. Joseph Grenia Avila and Mrs. Dolores Bergonio Avila, currently residing in Salog, Goa, Camarines Sur.

She graduated from her elementary education at Salog Elementary School in 2013 and completed her secondary education at Visita de Salog High School in 2019. Ever since then, she hasn't cared about her grades, like they said, because grades are just a number. But somehow, in order to make her parents proud, she did everything she could in elementary, secondary, and as always. She became Corps Commander Batch 2016–2017, President of different clubs in high school, and even served two terms as Supreme Student Government President, Batch 2016–2017 and Batch 2018–2019. She loves mathematics, watching NBA, naruto, and traveling. She is a badminton player, a woman, an independent woman, and ever since she turned 12, she has been a working student. Life has been tough for her ever since, but it got even tougher when her mother passed away before she graduated high school. Above all things, she continues to live her life to the fullest and take Bachelor of Science in Mathematics.

She always believes that no matter what you do, always remember that "everything happens for a reason, in God's will".

## Author's Biography



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He always believes that "everything is possible in the name of the Lord Jesus Christ."

## Author's Biography



Mr. Marco Verdejo was born on 8th day of March, 1999 at Salog, Goa, Camarines Sur. He is the seventh child of eight children of Mr. Alberto Teoxon Verdejo and Mrs. Nestie Delos Santos Arnesto, currently residing in the same place where he was born.

He graduated his elementary education at Salog Elementary School in 2013 and completed his secondary education at Visita de Salog High School in 2019. He is a Band Leader in Junior High School and graduated in Senior High School with flying colors both academic and non-academic. A jolly and a witty person who loves numbers and formulas, music, movies and Kdramas. The only sport he knows to play is volleyball. He is able to sing but not a singer. He is able to dance but not a dancer. Yes, he is able to do everything but within the matter of importance. But behind his cleverness, he is a cheerful and loving man, a soft-hearted and a family-oriented person. All the things he does in life was to make his mama and papa proud. Despite the circumstances, poverty and struggles he experienced throughout his childhood, he dreamed to finish college and now he is a 4th year student taking Bachelor of Science in Mathematics at Partido State University. For the next chapter of his life, his dream is to continue his studies and pursue his Masteral degree in UP Diliman. And all the things he received and will receive, he puts Jesus first to give thanks, glory, honors and praises.

He always believes that "if you believe you can, then you are halfway there". And for at times he is down and faithless, he always recalls on what Jesus said "do not worry about anything, instead pray about everything".

## Abstract

The aim of the study is to assess the effect of financial aid to the academic performance of students in Partido State University - Goa Campus using Propensity Score Matching (PSM). Logistic regression was used to estimate the propensity score for each observation. After the propensity score estimation, this study used full matching technique as a method to match the with financial aid (treated) and without financial aid (control) groups. The most common perceptions of respondents coming from low income class regarding scholarship are scholarship gives them the opportunity to reach and complete education, support them in need, and scholarship makes college education accessible and affordable. Moreover, majority of the students agree that scholarship develops the ability of dedication to study and scholarship promotes consistency of study in students. The results of the PSM revealed that the average treatment effect on the treated (ATT) obtained 0.0012 which indicates that financial aid positively affects the academic performance of the students. However, the obtained  $P\text{-value} = 0.977 > 0.05$  suggests that the financial aid is not statistically significant to obtain robust academic performance to students. Results of the study discovered that financial aid has a positive effect to students with financial aid or scholarship but not significant, and not statistically robust effect on academic performance of the students

**Keywords:** Financial Aid, Academic Performance, Logistic Regression, Propensity Score Matching, Full Matching Method, Average Treatment Effect on the Treated

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# **CHAPTER I**

## **Introduction**

### **Background of the Study**

Education is an important aspect to gain knowledge and wisdom (Chazan, 2022). However, there are many people incapable of providing or supporting their education because of poor status in life (Wikeley et al., 2009). Poverty directly affects academic achievement due to the lack of resources (Misty & Laura, 2011). According to (Aid, 2020), there are three basic categories/types of financial aid: gift aid (scholarships and grants), loans, and part-time employment. Some examples are the Federal Pell Grant Program in United State which is the largest need-based grant program of the nation (Schudde & Scott-Clayton 2016) and Panther Retention Grant in Georgia State University, a type of financial aid program targeted to those low-income students because of modest amount of money owed for tuition and fees (Coalition of Urban Serving Universities, 2015). In the Philippines, financial aid program came about in consonance with Article XIV, Section 1 of the Philippine Constitution requiring the State to make education accessible to all.

In this light, several studies conducted assessment and impact researches on how effective financial aid is to academic performance. Melguizo, Sanchez & Velasco (2016) conducted a study using a Regression Discontinuity Design (RDD) to evaluate the impact of a national-level subsidized loan program to academic performance of the student. They confirmed that the program has been effective in terms of increasing the potential number of low-income students at the margin who would have increased academic outcomes. Perna (1998) also conducted a study assessing the total effect of financial aid amount and types to the persistence of the students. Applying Chi-Square ( $X^2$ ) and ANOVA test techniques, effects of financial aid program on persistence depend on the type and package (amount) of aid program received. Moreover, Sneyers, et al (2016) found positive and statistically robust effect estimating the effect of need-based grants on the performance of the students from low socio-economic status using a Propensity Score Matching (PSM) technique. Propensity score matching (PSM) is one of the most used techniques for dealing with biases associated with observable factors when evaluating the impact of a program (Heinrich, Maffioli, &

Vazquez, 2010). Propensity score matching applies for all situations where one has a treatment, a group of treated individuals and a group of untreated individuals (Caliendo and Kopeinig, 2008) and this method is more reliable than other tools for addressing such objectives (Rubin, 1997). Hence, Financial aid recipients (treated) and non-recipients (untreated) had become a subject in some studies. Lepine (2018) and Hersog (2008) applied a matching method to determine the influence of financial aid received and did not receive on academic performance and retention of the student. Agasisti and Murtinu (2016) and Henry, Rubenstein, & Bugler (2004) used a matching technique to compare the performance of student grant beneficiaries to student non-grant beneficiaries.

In the present, Partido State University (ParSU) is one of the beneficiaries covered under the Free Tuition Law, also known as the Republic Act 10931 or the Universal Access to Quality Tertiary Education that provides full tuition subsidy to students. Aside from the Free Tuition Law, different government agencies have also been providing additional aid such as scholarships and financial assistance to deserving student to have access and earn education. This includes Commission on Higher Education (CHED) Scholarship Program, CHED Tulong Dunong Program, Department of Science and Technology (DOST) Scholarship, and DMTG-Filminera Scholarship Program (OSAS, 2022). Assistance to Individuals in Crisis Situation (AICS-DSWD), Fuentebella Educational Financial Assistance Program (FEFAP), and Ka Fuerte Educational Assistance are also granted to some students. As the purpose of any institution is to give learning, academic performance takes an important role in defining whether or not learning has happened. As mentioned, financial aid from government agencies that provide funds for school and living expenses of the students are present in ParSU, however, the effect on the academic performance of students of these financial aids are unexplored and unobserved. In relation, this study seeks to determine what effect does financial aid have on academic performance of ParSU students.

Data analysis is very important in every field particularly for the assessment of performance (Raheja, Dubey & Chawda, 2017). Thus, the effect of financial aid may have on academic performance would need to be considered when discussing policy changes for improvements in reaching the need of the students.

## **Objectives**

The general objective of this study is to assess the effect of financial aid in student's academic performance: the case of Partido State University - Goa Campus. Specifically, the study aims the following:

1. To determine the basic profile of the respondents;
2. To determine the perceptions of respondents regarding scholarship; and
3. To perform Propensity Score Matching on respondents with and without financial aid.

## **Significance of the Study**

The findings of the study would, hopefully, serve as the basis for the policy-making of government agencies in crafting financial aid policies for students. Moreover, it would help school administration for decision-making and serve as guide to support and provide more comprehensive learning to student. Furthermore, results of this study may serve as a reference to future researchers and may be used as their related study.

## **Scope and Limitation**

The scope of the study will focus on assessing the effect of financial aid in student's academic performance: the case of Partido State University - Goa Campus. ParSU - Goa Campus is divided into four colleges, namely, College of Arts and Sciences (CAS), College of Engineering and Technology (CET), College of Education (COED), and College of Business and Management (CBM). The respondents of this study will be students from these four colleges. The general weighted average (GWA) of the students for Academic Year 2021-2022 will be used in the data analysis. Among the three categories of financial aid, only gift aid (scholarships and grants) will be used in the study.

## **Definition of Terms**

**Academic Performance** - the knowledge gained which is assessed by marks by a teacher and/or educational goals set by students and teachers to be achieved over a specific period of time (Narad and Abdullah, 2016).

**Control Group** - a group of students who do not receive treatment (Financial Aid) or the untreated.

**Covariates** - an independent variables that can influence the outcome of a given statistical trial, but which is not of direct interest.

**Financial Aid** - a monetary support of the government to help students pay for their education.

**General Weighted Average (GWA)** - the dependent variable or the outcome variable used to predict the treatment effect.

**Logistic Regression** - a type of statistical model (also known as logit model) often used for classification and predictive analytics.

**Full Matching** - one of the matching estimators, a type of propensity score matching method used for matching.

**Perception** - a way of regarding, understanding, or interpreting something; a mental impression.

**Propensity Scores** - the probability that a unit with certain characteristics assigned to the treatment group (treated and control group). The scores can be used to reduce or eliminate selection bias in observational studies by balancing covariates (the characteristics of participants) between treated and control groups. It is probability measure whose value range from 0 to 1.

**Propensity Score Matching** - refers to the pairing of treatment and control units with similar values on the propensity score, and possibly other covariates, and discarding of all unmatched units (Rubin, 2001).

**RStudio** - a flexible and multifunctional open-source IDE (Integrated Development Environment) that is extensively used as a graphical front-end to work with R of version 3.0.1 or higher. A programming language for statistical computing and graphics.

**Treated Group** - a group of students who received treatment (Financial Aid) .

# **CHAPTER II**

## **Review of Related Literature and Study**

### **Empirical Literature**

Hossler (2000) conducted a review to examine the role of using financial aid to achieve institutional goals. Review showed that financial aid is helpful to provide an overview of the annual process of developing institutional financial aid policies and examine how may use these policies in an optimal fashion to realize enrollment and revenue goals. Baum, McPherson, & Steele (2008) conducted a comprehensive review assessing the effectiveness of existing student aid policies and programs and its role in encouraging the student persistence. Results of the review indicate that financial aid is a promising tool for enhancing persistence and financial aid deserves more institutional and public policy attention. The receipt of larger amounts of financial aid program has a greater positive impact on persistence of students than the receipt of smaller amounts. Hossler et al (2009) also conducted a comprehensive review on how student financial aid affects undergraduate student persistence and graduation. Results of the review showed that a type of financial aid has a verifying effect on the persistence of the student such that grants have a more positive impact than loans.

Canton & Blom (2010) tried to evaluate the impact of the financial support program (loans and scholarships) on the academic performance of students using the Regression Discontinuity (RD) approach to construct the control and treatment group by exploiting ‘random’ discontinuities in the levels of financial support among recipients. Results of RD strategy indicated that financial support contributes to better student performance. Williams (1999) investigated the impact of student financial aid on academic persistence and academic performance using the logical regression model. This study tried to ask if the academic performance and academic persistence of the student who receive financial aid meet their school and basic needs higher than those who did not receive financial aid. The results indicated significant difference in academic persistence and academic performance among who received and who did not receive student financial aid. Habiba & Liaqat (2022) determined the impact of different scholarships on academic achievements of the

students. The study tried to determine the perception of the student regarding the scholarships. The data were collected through a questionnaire and analyzed using the Statistical Package for Social Sciences (SPSS). According to the results, majority of the students agreed that they achieved the goal of getting the best grade because of the scholarship, which helped them achieve the goal of better performance in class.

On another note, some studies showed that there was no significant difference between students who received and did not receive financial aid. Jones & Moss (1994) investigated the relationship of financial aid to the persistence and academic performance of undergraduate students by comparing the treated group (with aid) to control group (without aid). The study used a chi-square ( $\chi^2$ ) test to determine if there were any demographic difference among the three financial aid categories (no-aid, no-need and need-based) and ANOVA techniques to determine the academic difference among the three financial aid categories on Grade Point Average (GPA) and Medical College Admission Test (MCAT) scores of the students. Results revealed that students receiving need-based and non-need-based aid are just likely to as students who received no aid. Recipient or non-recipient of aid has no significant effect on student academic performance. Carlson (2006) determined the overall academic achievement of students who received need-based financial aid (experimental group) compared to students who did not receive need-based financial aid (control group) using an independent T-test. The  $t$  value was calculated to be -0.467 that indicates no significant difference between students who received need-based aid in terms of academic performance (GPA) compared to students who did not receive need-based aid.

Some more studies using propensity scores revealed varying results. Yang (2011) analyzed the association between financial aid awards and individual educational and economic achievement. The study used a propensity score matching to match the treated (with aid) and untreated (without aid) with three matching estimators: k-nearest neighbor matching, radius matching, and kernel matching. The propensity score specification included the following predictors: gender, age, number of siblings, education of the father, household income, occupation of the father, household region, college type, college major, class ranking, leadership status of the student, double major, course failure, and tuition costs. Results revealed that students who received financial aid were

significantly more likely to take more courses, spend more hours studying outside class, have a higher class ranking, and be less likely to fail a course. However, Herzog (2015) tried to match the effect of loan aid, a different type of financial aid, on students from low-income backgrounds using a Propensity Score (PS) weighting and matching. Study revealed that loan aid exerts negative effect to the persistence of the students. Omeje and Abugu (2015) also tried to match the impact of scholarships on students' academic performance using Propensity Score Matching. Results revealed that academic performance depends on the socioeconomic status of the recipients. Based on the Average Treatment Effect (ATT) results, academic performance of the students would decrease to 13% but will rise by about 87% if the scholarships are given to the student who had low socioeconomic status or who are poor. Graziosi et al. (2021) examined the effect of need-based grants on the academic performance of students who received grants (treated) and those who did not receive grants (untreated). Using propensity score matching (PSM), the study discovered that financial aid has a positive, significant, and statistically robust effect on academic performance of the students.

Furthermore, several researches have been conducted in the Philippines that demonstrated the benefits of receiving financial aid. Purigay (2020) conducted a study that aims to assess the implementation of the Unified Student Financial Assistance System for Tertiary Education (Uni-FAST) or Tertiary Education Subsidy (TES) among the Higher Education Institutions (HEIs) using Cochran sampling technique. Results showed that the respondents strongly agreed that their Tertiary Education Subsidy aid them to provide their educational needs, assist them to pay school fees on time, relieved their financial burden in school and gave them more motivation to strive harder and served as a source of inspiration to finish their study. Cagasan et al. (2019) also conducted a study that aims to find out perceived contribution of scholarships to academic success of graduate students using descriptive statistics, including frequency counts, totals, and percentages. Results suggest that aside from motivating students to get good grades, the scholarship was seen by the graduate students as a factor that enabled them to perform well academically. It provided them with financial resources, which allowed them to focus on their studies and accomplish their requirements on time. These results conform to the findings of Mapuranga, Musingafi,

and Zebron (2015) that student motivation and funding are among the important determinants of academic performance of the students.

In summary, literature revealed diverse results on the effects of financial aid on academic success. Some students reported positive effects on their grade point average (GPA) and a higher class ranking throughout college. Others found no significant effect on academic achievement (such as GPA) or a significant difference between students who received and did not receive financial aid.

## **Available Financial Aid in ParSU**

The Commission on Higher Education (CHED) scholarship focuses on tertiary and graduate education. CHED scholars who prefer to attend a state or public university receive free tuition as well as a stipend and book allowance of Php 40,000 per semester. CHED Tulong Dunong Program (CHED-TDP) aims to provide financial assistance to qualified and deserving students with financial benefit package per Academic Year: Php 15,000.00 (JRMSU, 2020). Under the Department of Science and Technology (DOST) scholarship, undergraduate scholars receive financial assistance of P40,000 per academic year to cover tuition and other school fees, a living allowance of Php 7,000 per month, a book allowance of Php 10,000 per academic year, and other scholarship privileges (Philippine Government, 2022). The DOST-SEI Merit Scholarship Program is awarded to students with high aptitude in science and mathematics and are willing to pursue careers in the fields of science and technology. This scholarship gives one of the highest living allowances among government-funded scholarships, amounting to PhP 7,000 per month. The DMTG-Filminera Scholarship is awarded to deserving Geology and Mining Engineering students and it has benefit of two-year support until completion of Bachelor's degree, Php 5,000 monthly allowance including midyear (if enrolled), Php 5,000 book allowance per semester, and thesis grant (Php 10,000) allowance while reviewing for the Professional Licensure Examination (LCMC 2022). Assistance to Individuals in Crisis Situation (AICS-DSWD) aims to provide financial aid to individual in crisis specially toward students in crisis. Cash assistance is given to qualified students based on their school levels: elementary students receives Php 1,000, Php 2,000 for high school

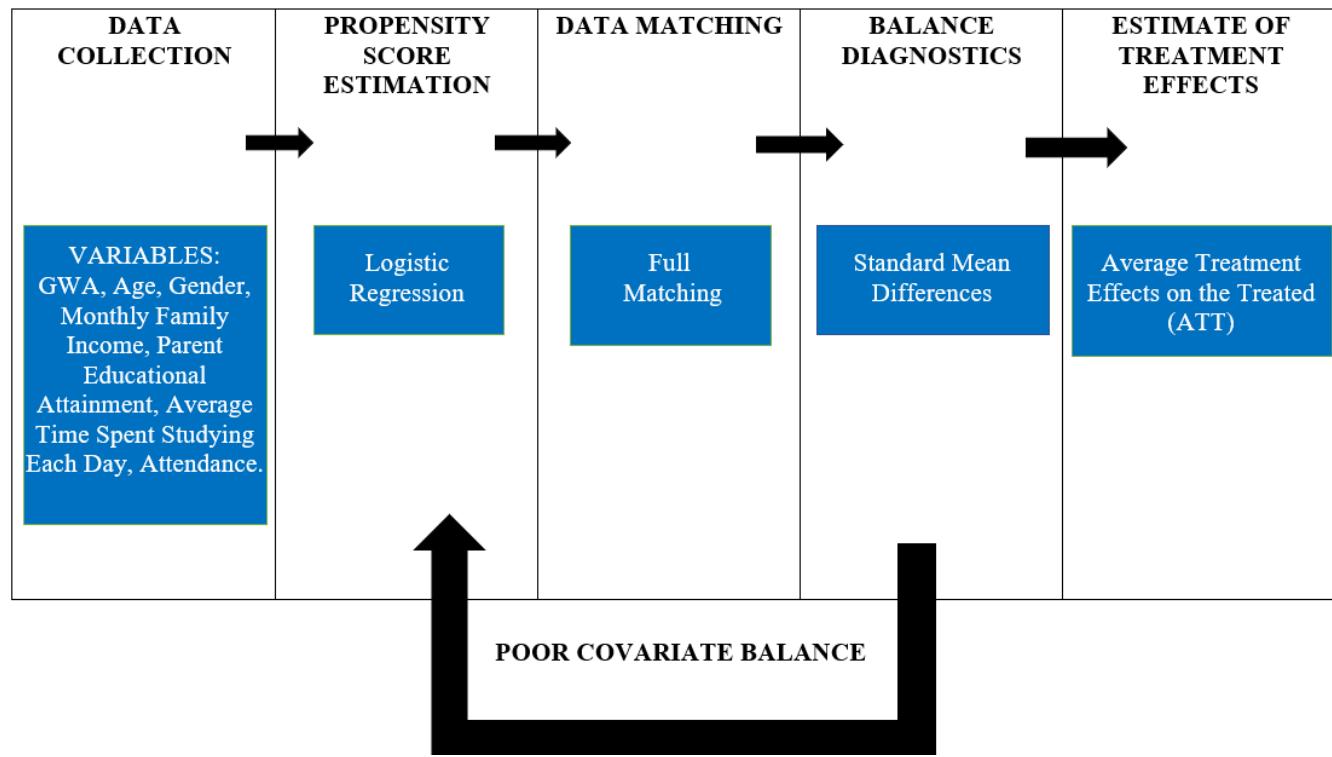
students, Php 3,000 for senior high school students, and vocational/college students receives Php 4,000 (GovPH, 2022). Fuentebella Educational Financial assistance is Php 3,000-5,000 (FEFAP, 2022). Ka Fuerte Scholarship is awarded to deserving students attending private or public school in Camarines Sur receiving Php 5,000 per academic year (Ka Fuerte, 2022).

## **Gap Bridge of the Study**

Based on the related literature that have been reviewed, many studies have investigated the impact of financial aid program on academic persistence and academic achievements. Association between financial aid awards, individual educational and economic achievement have also been the subject on some studies. However, few studies have examined and assess the effect of financial aid to academic performance. In this study, researchers want to determine the perceptions of respondents regarding scholarship. In particular, this study will perform propensity score matching on respondents with and without financial aid to answer the problem of the researchers which is to assess the effect of financial aid in student's academic performance : the case of Partido State University - Goa campus.

## Conceptual Framework

Figure 1: Conceptual Framework



## **CHAPTER III**

### **Data and Methodology**

This study will be made by means of quantitative methods. Quantitative research involves the use of computational, statistical, and mathematical tool to derive results. It is conclusive in its purpose as it tries to quantify the problem and understand how prevalent it is by looking for projectable results to a larger population. According to Sis International Research (n.d), quantitative research is a structured way of collecting and analyzing data obtained from different sources. The researchers will use the survey method for data gathering. The researchers will attempt to justify and satisfy the objectives of the study with the gathered data from the respondents.

The respondents of this study will be students at Partido State University - Goa Campus. As of 2nd Semester, Academic Year 2022-2023, the population of the University is composed of 4,421 undergraduate students (ParSU Registrar, 2023). The sample of this study is composed of 367 undergraduate students which is the sufficient sample size from 4,421 undergraduate college students specified by Yamane's Formula with a 5% margin of error. Respondents will be drawn from the four colleges of ParSU, namely, CAS, CET, COED, and CBM. The target respondents for each college is 144 from CAS, 125 from CBM, 72 from CET and 55 from COED which is proportionate to the size of each college. Purposive sampling method will be used in this study. In this sampling method, the researchers use their judgement to select a sample that they believe will provide the data they need.

Printed survey questionnaire will be used as the main data gathering instrument. The questionnaire is composed of four parts: Part 1: *socio-demographic profile*, Part 2: *determining whether respondent is a financial aid grantee or not*, Parts 3 & 4: *perceptions on financial aid*. A Likert scale with 5-point scale will be used for Parts 3 & 4. The legend is as follows: 5—Strongly Agree, 4—Agree, 3—Moderate, 2—Disagree and 1—Strongly disagree. The researchers may conduct interview to some respondents for follow up question if it is necessary. The corresponding answers to questions are kept in accordance with the agreement of the respondents and researcher. This study will assess the demographic profile of the respondents with or without financial aid, monthly family income, educational attainment of parents, and the perceptions of respondents regarding

scholarship. In addition, using RStudio, propensity score matching on respondents with financial aid (treatment) and without financial aid (control) will be analyzed.

To determine the sample size of the respondents, this study will use Yamane's Formula;

$$n = \frac{N}{1 + Ne^2}$$

where;

$n$  = sample size

$N$  = population size

$e$  = margin of error

To determine the perceptions of respondents regarding scholarship, this study will use weighted mean and sample standard deviation.

$$\bar{x} = \frac{\sum wx}{\sum w}$$

where:

$\bar{x}$  = weighted mean

$w$  = the weight for each data point.

$x$  = the value of each data point.

$$s = \sqrt{\frac{\sum_{i=1}^n (X_i - \bar{X})^2}{n - 1}}$$

where:

$s$  = sample standard deviation

$n$  = the number of data points

$X_i$  = the value of each data point

$\bar{X}$  = the mean of  $X_i$

## Model Specification

This study will adopt the model in the basis paper (Omeje, 2015). Propensity score matching is often used by statisticians and is becoming increasingly popular among economists as a method to measure the impact of training programs (Anand et al. 2006). Propensity Scores are an alternative method to estimate the effect of receiving treatment when random assignments of treatments to subjects is not feasible. It is a probability measure whose value range from 0 to 1. Propensity Score Matching (PSM) refers to the pairing of treatment and control units with similar values on the propensity score, and possibly other covariates, and discarding of all unmatched units (Rubin, 2001). Consequently, this study utilizes this methodology to assess the effect of financial aid in student's academic performance: the case of Partido State University - Goa Campus.

Propensity score for each student, which reflects each probability of academic performance of the student due to possession of a financial aid will be determined first. After which, propensity score matching will be performed to estimate the average treatment on the treated.

Following Rosenbaum and Rubin (1983) an alternative to matching based on characteristics of the student ( $X$ ) is to use the propensity score ( $PS$ ), which they define as “the conditional probability of assignment to a particular treatment given a vector of covariates.” Rosenbaum and Rubin (1983) argued that if the matched observations have homogenous propensity scores, then they will also have the same distribution of  $X$ . Hence, let the propensity score be denoted as:

$$PS(X) = Pr(D = 1|X) \quad (1)$$

where;  $PS(X)$  is the propensity score,  $Pr$  is the probability,  $D$  is the treatment variable, while  $X$  is a vector of covariates. Given the academic performances of the student (that is whether they are performing well or not),  $PS$  will be calculated using logistic regression. For equation (1) to hold, there are some underlying assumptions of the propensity score matching model. These are;

(i) The “strong ignorability” assumption, as noted by Rosenbaum and Rubin (1983), emphasizes the existence of;

(a) the assumption of statistical independence of  $(A_0, A_1)$  and  $D$  conditional on  $X$ . This can be given statistically as follows:

$$(A_0, A_1) \perp D \mid X \quad (2)$$

where;  $A_0$  is the score of academic performance of the students that being low and  $A_1$  is the score of academic performance of the students that being high.  $D$  denotes group with financial aid (the outcome variable), while  $X$  is a vector of covariates which includes: age, gender, monthly family income, educational attainment of parents, average number of study hours per day, and attendance to classes.

(b) the assumption that  $PS(X)$  lies between 0 and 1. Here, it is assumed that if  $PS$  equals 1, it implies that students with financial aid always perform very high in their academics hence; there is no match with those whose academics performances are low. The same logic applies if  $PS(X)$  equals 0. This can be given statistically as:

$$0 < P(x) < 1 \quad (3)$$

(ii) The assumption states that the unobserved characteristics that are captured by the error term,  $\mu_0$ , have the same distribution regardless of whether the student is in the treatment or control group. This can be stated in equation (4) below:

$$E(\mu_0|D = 1, PS(X)) = E(\mu_0|D = 0, PS(X)) \quad (4)$$

However, this assumption does not mean that  $E(\mu_0|PS(X)) = 0$ ; rather, it assumes that the distribution of the unobservable is the same for the treatment and control groups (Heckman et al.; 1997a).

After the propensity score of each observation is estimated by logistic regression, this study will use full matching method technique to match the treated unit to control unit. Full matching is a particular type of subclassification that forms the subclasses in an optimal way (Rosenbaum 2002; Hansen 2004). A fully matched sample is composed of matched sets, where each matched set contains one treated unit and one or more controls (or one control unit and one or more treated units). As with subclassification, the only units not placed into a subclass will be those discarded (if a discard option is specified) because they are outside the range of common support. Full matching is optimal in terms of minimizing a weighted average of the estimated distance measure between each treated subject and each control subject within each subclass (Stuart et al., 2011).

## **CHAPTER IV**

### **Data Analysis**

The main objective of this study was to assess the effect of financial aid to academic performance of the students in Partido State University - Goa Campus. Gathering of data has been made through survey questionnaires, and data have been compiled to interpret, discuss, and analyze in order to draw conclusions and formulate appropriate recommendations in the light of study findings.

As for the socio-demographic profile of respondents, data showed that 109 of the respondents were Dean's lister while 258 were non-dean's lister (see Figure 4). In addition, 63% of the respondents were within the 21-23 years old age group, 34% were between 18-20 years old, and 2% were between 24-26 years old. Furthermore, age that lies between 27-29 and 30-32 years old age groups have comprised approximately 1% of the respondents (see Figure 5). In regard to the gender of the respondents, data showed that 68% were females and 32% were males (see Figure 6). The top 5 courses were BS Geology with 48 respondents, BS Business Administration-Financial Management with 37 respondents, BA Communication with 34 respondents, BS Civil Engineering with 31 respondents, BS Entrepreneurship and BS Office Administration both with 30 respondents (see Figure 7). In terms of monthly family income, 55% had income less than Php 9,520, 27% of the respondents had income Php 9,521-19,040, 11% had income Php 19,041-38,080, 4% had income Php 38,081-66,640, 2% had income Php 66,641-114,240, and 1% had income Php 114,241-190,400 (see Figure 8). Regarding the parents' educational attainment, majority of the respondents' parents were High School graduates with a combined 236 observations (see Figure 9). Regarding the average number of hours spent studying each day and attendance to classes of the respondents, majority spend 1-3 hours studying and always attend classes whether it is synchronous or face to face, respectively (see Figure 10 and 11). Lastly, in relation to the financial aid status of each student, 53% were not grantee of any scholarship or financial aid and 47% were grantee of scholarship or financial aid available in ParSU (see Figure 12). The top 5 scholarships/financial aid were FEFAP with 71 grantees, CHED Scholarship with 25 grantees, DSWD-AICS with 22 grantees, Ka-Fuerte Scholarship with 10 grantees, and 27 grantees are coming from other types of financial

aid (see Figure 12).

**Table 1:** Weighted Mean, Standard Deviation (SD) and Ranking order of the student's perception regarding scholarship/financial aid.

Statement	Weighted Mean	SD	Rank
Scholarship gives students the opportunity to reach and complete education.	4.638	3.196	1
Scholarship provides support to students in need.	4.583	3.119	2
Scholarship makes college education accessible and affordable	4.477	2.975	3
Scholarship makes students motivated to study	4.351	2.816	4
Scholarship lowers cost of college.	4.330	2.790	5
Scholarship teaches students the value of giving.	4.253	2.702	6
Scholarship lets working students focus on their academics	4.253	2.702	6
Scholarship allows students to focus on academics without worrying about their finances.	4.234	2.681	7
Scholarship provides more time to study, gain knowledge and secure better grades.	4.158	2.600	8
Scholarship gives students time to pursue extracurricular activities that can develop skills and interest.	4.104	2.546	9

The respondents were asked about their perception regarding scholarship/financial aid. The data given in this table specifies that scholarship gives students the opportunity to reach and complete education (weighted mean = 4.638, standard deviation = 3.196) and scholarship provides support to students in need (weighted mean= 4.583, standard deviation= 3.119) which ranked 1st and 2<sup>nd</sup>, respectively. Moreover, scholarship makes college education accessible and affordable (weighted mean = 4.477, standard deviation = 2.975), scholarship makes students motivated to study (weighted mean = 4.351, standard deviation = 2.816), and scholarship lowers cost of college (weighted mean = 4.330, standard deviation = 2.790) were ranked 3rd to 5th, respectively from neutral to agree based on students' basis perception. Scholarship teaches students the value of giving (weighted mean = 4.253, standard deviation = 2.702), scholarship lets working students focus on their academics (weighted mean = 4.253, standard deviation 2.702) were both ranked 6th, scholarship allows students to focus on academics without worrying about their finances (weighted mean = 4.234, standard deviation = 2.681), scholarship provides more time to study,

gain knowledge and secure better grades (weighted mean = 4.158, standard deviation = 2.600), scholarship gives students time to pursue extracurricular activities that can develop skills and interest (weighted mean = 4.104, standard deviation = 2.546) are ranked 7th to 9th, respectively. This means majority of the respondents thinks that scholarship gives students the opportunity to reach and complete education, and scholarship provides support to students in need.

**Table 2:** Weighted Mean, Standard Deviation (SD) and Ranking order of the student's perceptions regarding potential effects of scholarships on academic performance.

Statement	Weighted Mean	SD	Rank
Scholarship develops the ability of dedication to study among students.	4.308	2.764	1
Scholarship promotes consistency of study in students.	4.237	2.684	2
Scholarship encourages students to study attentively.	4.237	2.684	2
Scholarship develops the habit of time management among students for achieving goals at a time.	4.172	2.614	3
Scholarship develops improvisational skills in students.	4.090	2.533	4
Scholarship encourages the students to follow the rules at all time.	4.079	2.523	5
Scholarship encourages students to complete assignments on time.	4.011	2.464	6
Scholarship increases learning skills of students	4.038	2.487	7
Scholarship increases the ability of speaking confidently.	3.837	2.340	8
Scholarship develops the habit of reading or book reading.	3.733	2.289	9

The respondents were asked about their perception regarding the potential effects of scholarships/financial aid to academic performance. The data given in this table reveals that majority of the students agreed that scholarship develops the ability of dedication to study among students (weighted mean = 4.308, standard deviation = 2.764) which ranked 1st. Scholarship promotes consistency of study in students (weighted mean = 4.237, standard deviation = 2.684), and scholarship encourages students to study attentively (weighted mean= 4.237, standard deviation = 2.684) that both ranked 2nd. In addition, scholarship develops the habit of time management among students for achieving goals at a time (weighted mean= 4.172, standard deviation = 2.614), scholarship develops improvisational skills in students (weighted mean= 4.090, standard deviation = 2.533), scholarship encourages the students to follow the rules at all time (weighted mean = 4.079, standard

deviation = 2.523), scholarship encourages students to complete assignments on time ( weighted mean = 4.011, standard deviation = 2.464), scholarship increases learning skills of students ( weighted mean = 4.038, standard deviation = 2.487), scholarship increases the ability of speaking confidently (weighted mean = 3.837, standard deviation = 2.340), scholarship develops the habit of reading (weighted mean= 3.733, standard deviation = 2.289) ranked 3rd to 9th, respectively.

## Propensity Score Analysis

Regarding the last study objective, this study performed Propensity Score Matching (PSM) to the respondents with and without financial aid associated with observable vector of covariates which includes: age, gender, monthly family income, parents educational attainment, average number of study hours per day, and attendance to classes. Propensity score of each observation was estimated by the logistic regression. Logistic regression analysis has become an increasingly employed statistical tool and it is widely regarded as the statistic of choice for situations in which the occurrence of a binary outcome is to be predicted from one or more independent (predicting) variables (Boateng & Abaye, 2019). After getting the propensity score for each observation using the logistic regression, full matching technique was performed to match the treated unit to the control unit that is closest in terms of a distance measure.

**Figure 2:** Propensity Scores before and after matching.

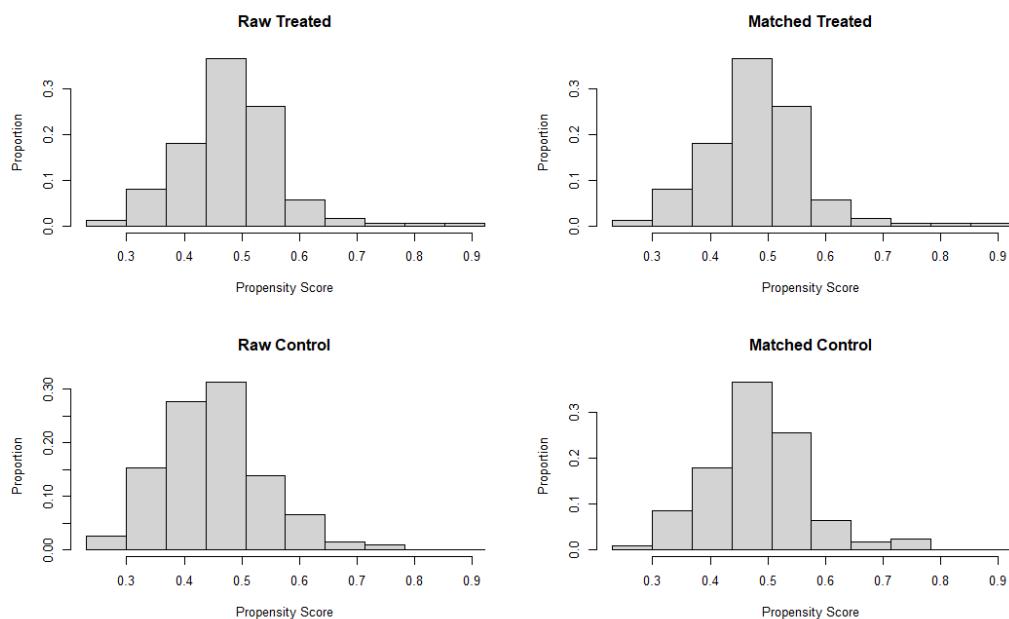


Figure 2 shows propensity score estimation before and after full matching method. The results of the full matching showed that the match of each propensity score worked very well in visual interpretations. In visual data, Figure 2 shows that the raw data of the treated and the control group differ to a great degree of the distribution of the propensity score to each observation. On the other hand, after full matching it is noticeable that the matched treated and matched control data seemingly are similar since each treated observation had been matched to the same propensity score in the control. In numerical data, from a sample size of 195 observations in control group and 172 observation in the treated group, almost all the observations in treated group (172) have a matched propensity score in the control group (195) with zero unmatched data (see Table 4). For prior analysis, both the visual and numerical data showed that the full matching was successful.

**Figure 3:** Balance Diagnostics

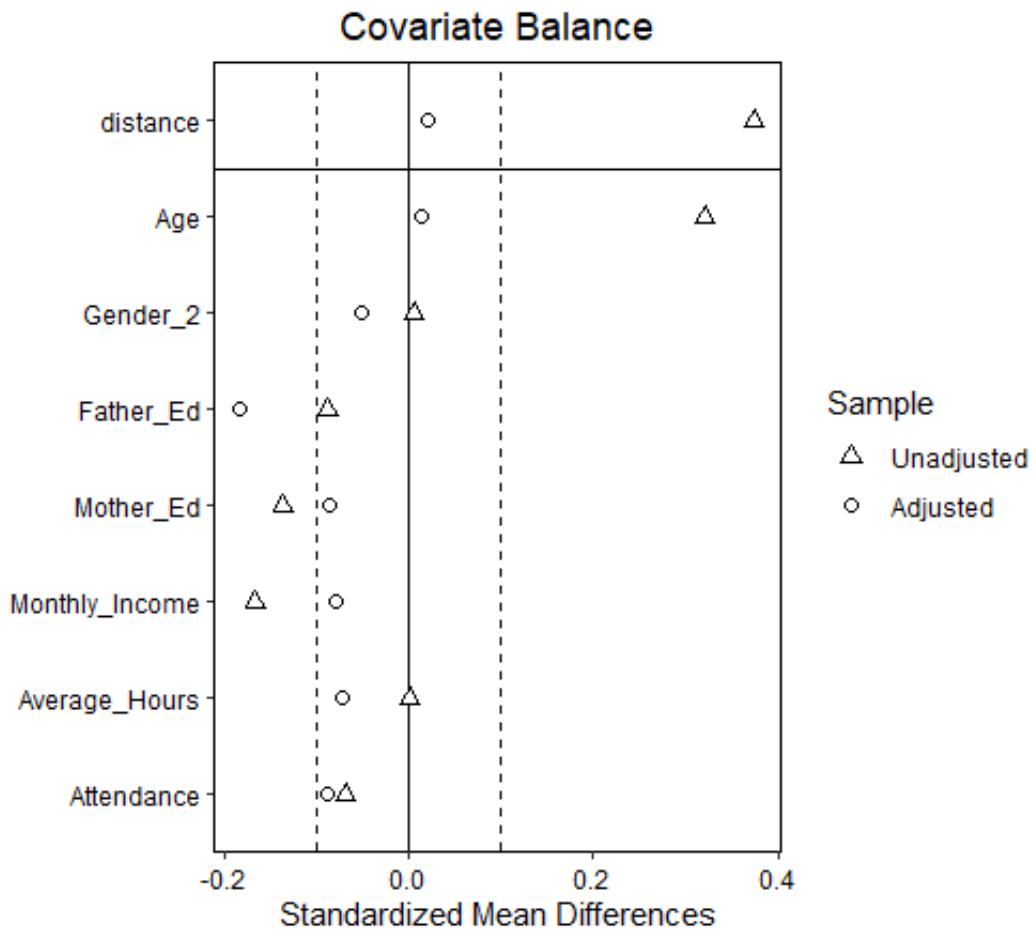


Figure 3 shows the balance diagnostics of each covariates. Standardized Mean Differences (SMD) is the most commonly used statistic to examine the balance of covariate distribution between treated and control groups, and SMD is probably the most widely used statistic for the assessment of balance after propensity score matching (Zhang et al., 2019). From Figure 3 plot, it is clear that balance was good enough prior to balance diagnostic, since full matching improved balance mostly in each covariates. In a visual interpretation, notice that almost all of the adjusted data lies within the threshold of 0.1.

**Table 3:** Estimate of Treatment Effects

Term	Contrast	Estimate	Std. Error	Statistic (Z)	P-value	Conf. Low	Conf. High
FAS	1 - 0	0.0012	0.0411	0.0292	0.977	-0.0793	0.0817

Table 3 shows the estimation of treatment effect to the treated group. The average treatment effect on the treated (ATT) has 0.0012 estimate with 0.0411 of standard error or the distance between the estimate and actual value of each treated observation. The ATT estimate of 0.0012 indicates that financial aid positively affects the academic performance of the students with financial aid or scholarship. Standard error of the estimate tells how well the prediction equation fits the sample data (Hennig & Cooper 2011). High standard error means that the sample may not closely represent the population. Average treatment effect on the treated (ATT) is defined as the mean of the individual causal effect in the treated population (Abdia et al. 2017). According to Lockyer et al. (2013), statistical significance of findings for each outcome is classified as: significant (if  $P < 0.05$ ) or not statistically significant ( $P \geq 0.05$ ). The P-value = 0.977 corresponds to the statistical significant testing or if there is a difference between the treated or the control group. Notice that P-value = 0.977  $> 0.05$  which indicates that the effect of the treatment (financial aid) to the academic performance of the student is statistically not significant.

## **CHAPTER V**

### **Summary of the Findings, Conclusion and Recommendations**

#### **Summary of Results**

The study utilized survey data gathered from 367 questionnaires distributed to students in different colleges at Partido State University - Goa Campus. Upon determining the profile of respondents, most were not a scholarship/financial aid grantee, female, and were 21-23 years old. In addition, most of them came from low income classes. In terms of parents educational attainment, most of the respondents' parents were high school graduates. Majority of the respondents spend 1-3 hours studying each day and always attend classes. The most common perceptions of respondents regarding scholarship were that scholarship gives students the opportunity to reach and complete education, scholarship provides support to students in need, scholarship makes college education accessible and affordable, scholarship makes students motivated to study and scholarship lowers cost of college. Moreover, majority of the students agreed that scholarship develops the ability of dedication to study among students, scholarship promotes consistency of study in students, scholarship encourages students to study attentively, scholarship develops the habit of time management among students for achieving goals at a time, and scholarship develops improvisational skills in students. Propensity score estimation for each observation was obtained by logistic regression and every treated group (172) and the control group (195) were successfully matched using full matching method. The estimated average treatment effect on the treated was 0.0012 and the obtained P-value = 0.977.

## **Conclusion**

In a bid to find the socio-demographic profile and perception of the students regarding scholarship or financial aid and its potential effect to academic performance, findings revealed that student who belongs to low income class perceived that scholarship gives them the opportunity to reach and complete education, support them in need and makes college education accessible and affordable, moreover, scholarship develops the ability of dedication to study among students. The results of the propensity score matching (PSM) revealed that the average treatment effect on the treated (ATT) obtained 0.0012 indicating that financial aid positively affects the academic performance of the students. However, the obtained P-value =  $0.977 > 0.05$  suggests that the financial aid is statistically non-significant to obtain robustness effect on academic performance of the students. Therefore, results of the study discovered that financial aid has a positive effect to students with financial aid or scholarship but not significant, and not statistically robust effect on academic performance of the students.

## **Recommendations**

The findings of this study revealed that financial aid has small amount effect to academic performance of students. Further analysis to match larger observation can obtain more accurate results. The sample respondents obtained using Yamane's formula were the minimum sample size required and are relatively small compared to the whole population of Partido State University. Stronger data and conclusions can be derived if a larger sample or all students are studied. To the future researchers, this study suggests to extend the study to other campuses in order to compare and contrast the effect of financial aid on students' academic performance. Propensity score matching is the best statistical tool to use in statistical analysis, however, this study suggests to try different propensity score matching method and choose the right one for better matching accuracy. Future studies with regards to different types of aid, especially part-time employment, is highly recommended for further analysis. Categorizing scholarship/financial aid into competitive and non-competitive and testing if the same effect will be gotten on academic performance should

be explored as well. Using different measurements of student academic achievement—personal, emotional, and financial—is applicable in order to make your study knowledgeable and interesting. Lastly, different government agencies and academic institutions should continue to help and propose different financial programs that will be accessible to all students, especially deserving students and students who most need assistance.

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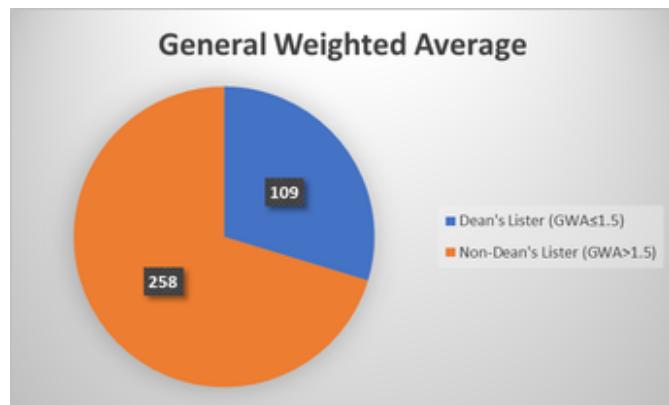
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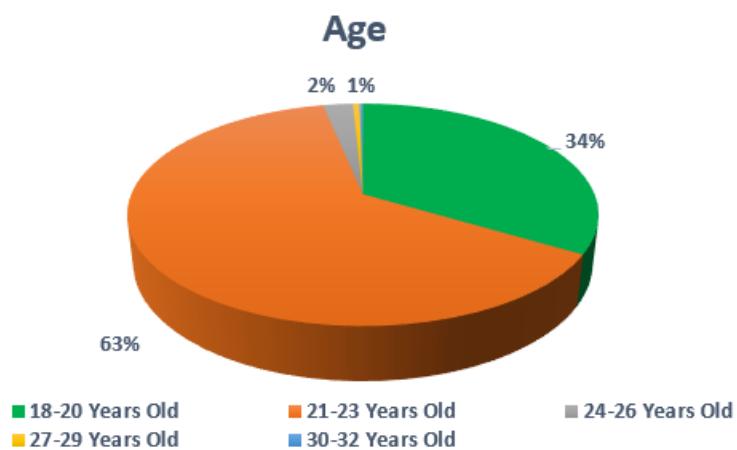
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# APPENDICES

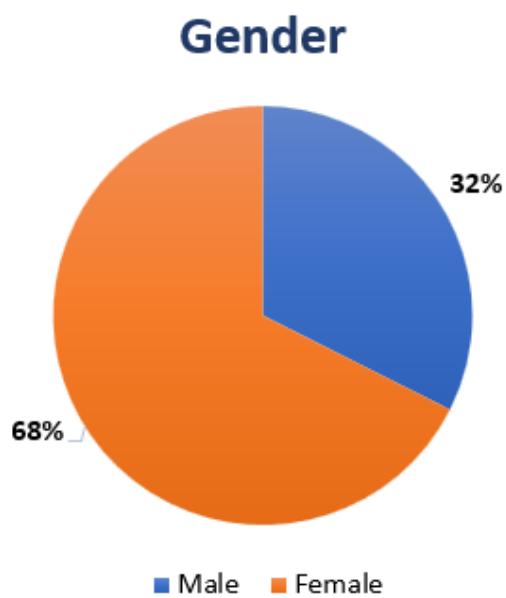
**Figure 4:** General Weighted Average of Respondents



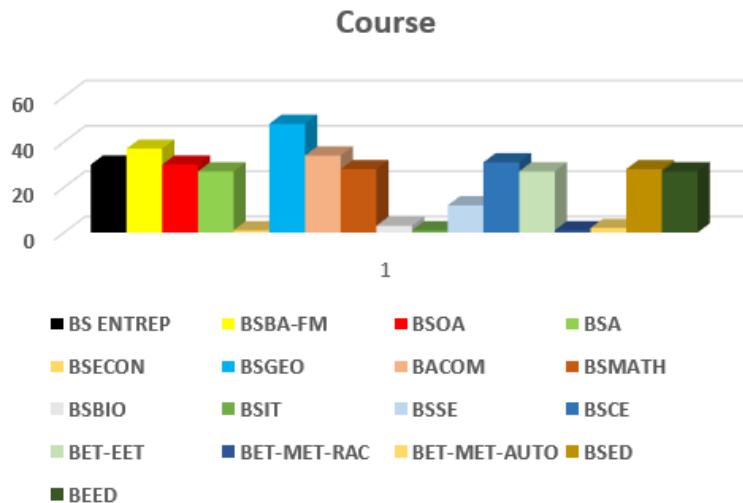
**Figure 5:** Age of Respondents



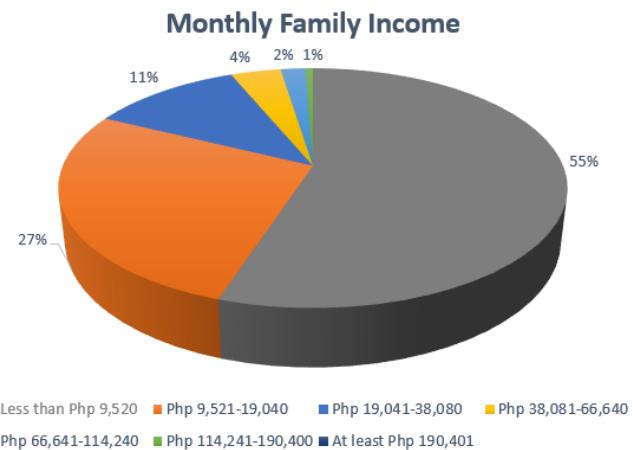
**Figure 6:** Gender of Respondents



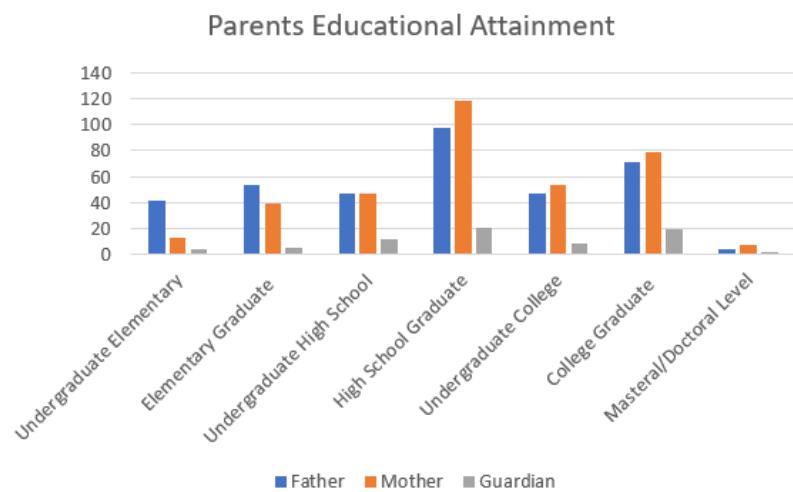
**Figure 7:** Course of Respondents



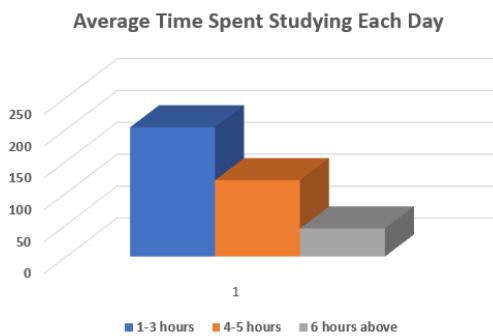
**Figure 8:** Monthly Family Income



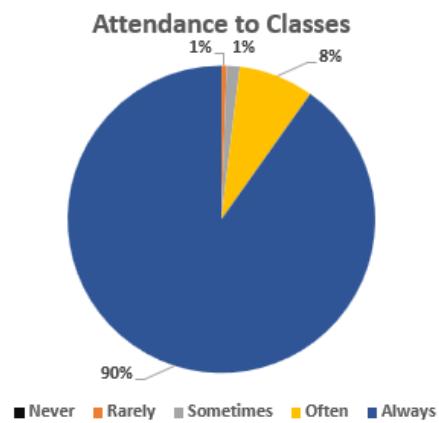
**Figure 9:** Parents Educational Attainment



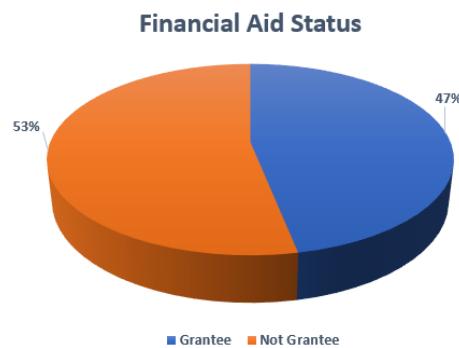
**Figure 10:**Average Time Spent Studying Each Day



**Figure 11:** Attendance to Classes



**Figure 12:** Financial Aid Status



**Table 4:** Matched and Unmatched

Sample Sizes:		
	Control	Treated
All	195.	172
Matched(ESS)	86.35	172
Matched	195.	172
Unmatched	0.	0
Discarded	0.	0

**Table 5:** Final Data

Observation	Age	Gender	GWA	FAS	Father	Mother	Income	Average	Attendance	PScores	distance	weights	subclass
1	20	1	1.35	1	3	4	1	3	4	0.4626828	0.46268285	1	1
2	22	1	1.8	1	3	4	1	1	4	0.5419483	0.54194832	1	50
3	21	1	1.635	1	4	3	2	1	4	0.4497563	0.44975626	1	60
4	21	1	1.65	1	5	4	3	1	3	0.4241537	0.4241537	1	68
5	19	2	1.8	1	4	6	3	2	4	0.2914312	0.29143124	1	78
6	22	1	1.31	1	6	5	2	2	4	0.5336067	0.53360674	1	89
7	23	1	2.3	1	4	5	1	2	3	0.643681	0.643681	1	99
8	21	1	1.625	1	4	4	1	2	4	0.502699	0.50269899	1	107
9	22	1	1.625	1	4	2	1	1	4	0.5593164	0.5593164	1	115
10	21	1	1.525	1	1	3	1	1	4	0.4797952	0.47979525	1	2
11	22	1	1.8	1	6	6	5	1	4	0.4020377	0.40203771	1	10
12	22	1	1.55	1	1	3	1	1	4	0.5497351	0.54973515	1	17
13	22	1	1.685	1	2	3	1	2	3	0.5930739	0.59307389	1	22
14	22	1	1.7221	1	1	3	1	1	4	0.5497351	0.54973515	1	17
15	22	2	2.125	1	4	4	1	1	1	0.5775098	0.57750975	1	34
16	22	1	1.475	1	6	6	2	1	4	0.4946681	0.49466813	1	40
17	22	2	2.56	1	1	4	2	1	2	0.5321805	0.53218051	1	46
18	21	1	2	1	6	3	2	2	3	0.4942268	0.49422682	1	40
19	22	2	2.05	1	5	5	1	1	3	0.5428051	0.54280512	1	49
20	22	2	2.25	1	5	5	1	1	4	0.5293724	0.5293724	1	46
21	22	2	1.81	1	3	2	1	2	4	0.5840344	0.58403444	1	51
22	22	2	1.815	1	4	4	1	3	4	0.5971741	0.59717408	1	52
23	22	2	1.75	1	0	0	2	1	4	0.5391305	0.5391305	1	53
24	22	1	1.5625	1	4	4	2	1	4	0.5111096	0.51110965	1	54
25	21	1	1.625	1	2	4	1	2	4	0.5019615	0.50196146	1	55
26	22	2	1.6	1	4	2	1	1	4	0.5545907	0.55459066	1	56
27	22	1	1.895	1	5	6	1	1	3	0.539028	0.53902796	1	57
28	22	2	1.3	1	5	5	3	1	3	0.4803114	0.48031143	1	58
29	22	1	2.95	1	2	4	1	2	4	0.5715822	0.57158223	1	59
30	23	1	1.6475	1	3	1	1	2	4	0.6622495	0.66224951	1	61
31	21	2	1.63625	1	1	6	1	3	4	0.5100213	0.51002134	1	62
32	21	1	1.58	1	4	4	1	2	4	0.5026999	0.50269899	1	107
33	21	1	1.8	1	3	3	2	1	3	0.4627902	0.46279016	1	63
34	21	2	1.85	1	4	4	2	3	4	0.4970057	0.4970057	1	64
35	20	1	2.185	1	2	2	1	2	4	0.4492025	0.44920251	1	60
36	18	1	1.6	1	2	2	1	3	4	0.3445179	0.34451795	1	65
37	23	2	1.875	1	6	7	4	3	4	0.5494325	0.54943247	1	17
38	21	1	2.4165	1	5	5	3	2	4	0.4322869	0.4322869	1	66
39	21	2	1.63	1	4	5	1	2	4	0.4893222	0.48932219	1	67
40	30	2	1.605	1	1	2	1	1	4	0.9211823	0.92118233	1	69
41	21	1	2.03	1	4	2	1	2	4	0.5198697	0.51986966	1	70
42	20	1	1.6	1	5	6	2	3	4	0.4156786	0.41567861	1	71
43	19	2	1.375	1	3	4	1	3	4	0.38956	0.38956003	1	72
44	19	2	2.2	1	3	3	2	2	4	0.3403772	0.34037722	1	73
45	21	1	2.9	1	4	5	1	1	3	0.4772291	0.47722913	1	74
46	23	1	1.8	1	1	2	1	1	3	0.6384036	0.63840363	1	75
47	22	2	1.98	1	6	4	2	1	3	0.5205534	0.52055344	1	76
48	22	1	2	1	6	6	1	1	3	0.5393945	0.53939446	1	57
49	22	2	2.04	1	3	4	1	1	3	0.5505895	0.55058946	1	77
50	20	1	1.725	1	3	4	4	1	3	0.3286325	0.32863249	1	79
51	22	2	1.735	1	5	6	2	1	4	0.4895128	0.48951278	1	80
52	23	1	1.75	1	5	6	2	1	4	0.564061	0.56406105	1	81
53	22	2	1.625	1	4	2	3	1	4	0.4922009	0.49220085	1	82
54	22	2	1.84	1	6	6	4	1	4	0.4277797	0.42777973	1	83
55	21	1	1.5625	1	4	7	5	1	4	0.3285484	0.32854837	1	84
56	22	1	1.6	1	4	4	2	2	4	0.5414154	0.54141537	1	85
57	22	1	1.55	1	6	5	3	1	4	0.4719834	0.4719834	1	86
58	21	1	1.95	1	0	0	3	1	4	0.4428293	0.44282933	1	87
59	21	1	1.825	1	4	4	1	1	4	0.4723283	0.47232832	1	88
60	20	1	1.715	1	2	3	2	1	4	0.3810558	0.38105576	1	90
61	27	1	2.075	1	2	2	1	1	1	0.8581215	0.85812498	1	69
62	23	2	1.7	1	3	2	1	1	4	0.6220421	0.62204214	1	91
63	20	1	1.54	1	1	4	2	3	4	0.4310141	0.43101413	1	92
64	20	1	1.585	1	3	4	1	1	4	0.4030582	0.40305818	1	93
65	19	1	1.4375	1	6	5	2	3	4	0.3577445	0.35774497	1	94
66	20	1	1.445	1	1	3	1	3	4	0.4705006	0.47050063	1	95
67	20	1	1.6	1	4	5	1	1	4	0.3951713	0.39517132	1	96
68	20	2	2.005	1	4	4	2	1	4	0.369204	0.36920402	1	97
69	20	1	1.9	1	6	6	1	3	4	0.4467414	0.44674135	1	98
70	20	1	1.965	1	2	1	1	1	4	0.4277279	0.42772793	1	83
71	27	1	1.48	1	6	5	1	2	4	0.8405286	0.84052857	1	69
72	20	1	1.72	1	2	4	2	1	4	0.3729851	0.37298514	1	100
73	21	2	1.8	1	3	3	1	3	4	0.536467	0.53646703	1	101
74	19	1	1.75	1	2	4	2	2	4	0.336641	0.33664098	1	102
75	20	1	1.65	1	5	5	3	1	4	0.3374706	0.33747063	1	103
76	22	1	1.55	1	3	6	1	1	4	0.5248456	0.52484557	1	104
77	21	1	1.68	1	3	3	1	2	4	0.5109191	0.51091906	1	54
78	20	1	1.57	1	4	5	1	3	4	0.4545176	0.45451762	1	105
79	20	1	1.485	1	4	4	3	2	4	0.3728281	0.37282808	1	106
80	20	2	1.65	1	4	6	1	2	4	0.4115543	0.41155431	1	108
81	20	1	1.625	1	6	1	1	2	4	0.4591833	0.45918334	1	109
82	20	1	1.375	1	6	6	1	1	4	0.3876888	0.38768877	1	110
83	22	1	2.1875	1	1	4	3	1	4	0.4787136	0.47871357	1	111
84	22	2	2.45	1	2	4	1	1	4	0.5368237	0.53682369	1	101
85	22	2	1.95	1	2	4	1	1	4	0.5368237	0.53682369	1	101
86	20	1	1.4775	1	6	6	3	2	4	0.3575813	0.35758131	1	112

87	21	2	1.45	1	5	5	2	1	4	0.4284797	0.42847974	1	83
88	22	1	2.15	1	4	5	2	1	4	0.5025209	0.5025209	1	113
89	21	2	2.53555	1	4	4	2	1	4	0.4365515	0.43655155	1	114
90	21	2	1.81	1	5	5	1	1	4	0.4593801	0.45938005	1	116
91	24	2	2.25	1	4	4	1	1	4	0.6707192	0.67071916	1	61
92	26	2	2.1	1	4	4	1	1	4	0.7811476	0.78114765	1	117
93	21	2	2.25	1	5	4	1	1	4	0.467925	0.467925	1	118
94	21	1	1.5555	1	6	6	3	3	4	0.4541745	0.45417451	1	119
95	20	1	1.675	1	4	4	1	2	4	0.4329887	0.4329887	1	120
96	22	2	2.425	1	2	6	1	2	4	0.5499413	0.5499413	1	17
97	22	2	1.3	1	5	3	3	1	4	0.4839839	0.48398393	1	121
98	20	2	1.27	1	6	6	2	1	4	0.3540218	0.35402179	1	122
99	21	1	1.725	1	3	5	1	3	4	0.52412	0.52411996	1	104
100	22	1	1.8	1	4	4	1	2	4	0.5723045	0.57230452	1	3
101	22	1	2.175	1	4	4	1	2	4	0.5723045	0.57230452	1	3
102	22	1	2.3	1	6	6	1	1	4	0.525949	0.52594905	1	104
103	22	2	1.969	1	4	4	2	1	2	0.5332821	0.53328209	1	46
104	21	2	2.18	1	3	3	1	1	4	0.4757529	0.47575292	1	4
105	23	2	2.05	1	4	2	2	1	4	0.5925416	0.59254164	1	5
106	22	1	2.2	1	4	5	3	1	4	0.4712482	0.47124822	1	6
107	22	2	1.875	1	6	6	3	1	4	0.4586701	0.45867008	1	7
108	21	1	1.835	1	2	4	1	1	4	0.4715931	0.47159309	1	8
109	20	1	1.435	1	1	3	3	2	4	0.3798544	0.37985437	1	9
110	21	1	1.7	1	6	4	1	2	4	0.5034365	0.50343652	1	107
111	21	1	1.595	1	3	3	2	2	4	0.4796276	0.47962762	1	11
112	22	2	1.4	1	1	3	1	2	4	0.5749424	0.57494237	1	12
113	20	1	1.4	1	3	5	3	2	4	0.3644872	0.36448725	1	13
114	20	1	1.5325	1	6	3	1	3	4	0.4723385	0.47233848	1	88
115	21	1	1.365	1	3	5	1	1	4	0.4634062	0.46340623	1	14
116	21	1	1.285	1	5	4	1	1	4	0.472696	0.47269598	1	88
117	20	2	1.5	1	5	6	2	3	4	0.4110345	0.41103452	1	15
118	22	1	1.655	1	1	1	1	2	4	0.5962637	0.5962637	1	16
119	21	1	1.5	1	1	3	2	2	4	0.4788913	0.47889134	1	111
120	21	1	1.325	1	6	6	3	2	4	0.4242346	0.42423457	1	68
121	21	1	1.53	1	4	4	2	1	4	0.4412679	0.44126794	1	18
122	22	1	1.465	1	4	3	1	1	4	0.5508303	0.55083029	1	17
123	21	1	1.625	1	4	4	1	1	4	0.4723283	0.47232832	1	88
124	21	1	1.43	1	4	4	1	3	4	0.5330498	0.53304976	1	46
125	21	1	1.545	1	2	4	1	1	4	0.4715931	0.47159309	1	8
126	21	2	1.58	1	2	6	1	1	4	0.4497635	0.44976353	1	60
127	20	2	1.54	1	6	6	2	1	4	0.3540218	0.35402179	1	19
128	21	2	1.745	1	5	6	1	1	4	0.4508589	0.45085893	1	20
129	21	1	3.03	1	4	5	2	1	4	0.4328138	0.43281381	1	21
130	20	2	1.43	1	4	6	1	2	4	0.4115543	0.41155431	1	23
131	21	2	2.025	1	6	6	1	1	4	0.4512242	0.45122417	1	20
132	21	1	1.81	1	1	3	1	1	4	0.4797952	0.47979525	1	24
133	22	1	1.545	1	3	3	1	2	4	0.5803345	0.58033454	1	25
134	21	1	1.495	1	4	4	1	1	4	0.4723283	0.47232832	1	88
135	22	1	2.435	1	1	4	1	1	4	0.5412159	0.54121587	1	85
136	21	1	1.35	1	2	1	1	1	4	0.4973341	0.49733415	1	64
137	23	1	1.915	1	4	2	1	3	4	0.6817973	0.68179732	1	26
138	21	1	1.79	1	3	3	1	1	4	0.4805316	0.48053164	1	58
139	22	1	1.75	1	5	5	1	2	4	0.5642362	0.56423621	1	81
140	19	1	1.66	1	5	2	1	1	4	0.3539942	0.35399424	1	27
141	20	1	1.49	1	5	4	1	1	4	0.4037682	0.40376821	1	28
142	20	1	1.58	1	4	6	2	1	4	0.3577356	0.3577356	1	94
143	21	2	1.745	1	5	5	2	2	4	0.4584807	0.45848071	1	29
144	21	1	1.71	1	4	4	3	1	4	0.4106605	0.41066049	1	30
145	21	2	1.725	1	2	2	2	2	4	0.4830567	0.4830567	1	31
146	22	1	1.34	1	2	2	2	2	4	0.5576959	0.55769589	1	32
147	22	1	1.59	1	3	2	1	1	4	0.5589528	0.55895278	1	32
148	20	1	1.655	1	3	2	1	1	4	0.4196977	0.41969774	1	33
149	21	1	1.395	1	5	4	2	1	4	0.4416317	0.44163166	1	87
150	20	2	1.41	1	5	5	3	2	4	0.3607427	0.36074272	1	35
151	21	1	1.65	1	1	3	1	2	4	0.5101818	0.51018184	1	36
152	21	1	1.5	1	4	4	1	1	4	0.4723283	0.47232832	1	88
153	21	1	1.5	1	5	5	2	2	4	0.4632392	0.46323924	1	37
154	20	1	1.41	1	4	1	1	2	4	0.4584508	0.45845079	1	38
155	22	2	1.485	1	1	4	2	1	4	0.5052171	0.50521706	1	107
156	22	1	1.6	1	2	2	1	1	4	0.5585891	0.5585891	1	32
157	22	1	1.75	1	3	3	2	2	4	0.5495689	0.5495689	1	17
158	21	1	1.55	1	4	4	1	2	4	0.502699	0.50269899	1	107
159	21	1	1.65	1	3	5	2	2	4	0.4625057	0.46250575	1	39
160	21	1	1.56	1	3	3	1	2	4	0.5109191	0.51091906	1	54
161	23	1	1.56	1	6	5	2	1	4	0.5728522	0.57285219	1	3
162	20	1	1.75	1	2	6	5	1	4	0.2761161	0.2761161	1	41
163	21	2	1.525	1	3	4	1	2	4	0.4975424	0.49754236	1	64
164	20	2	1.625	1	4	4	2	3	4	0.4274064	0.42740636	1	42
165	20	1	1.65	1	4	2	2	3	4	0.4490363	0.44903635	1	60
166	21	2	1.35	1	4	4	2	1	4	0.4365515	0.43655155	1	43
167	22	1	1.49	1	5	4	1	1	4	0.5426806	0.54268059	1	44
168	21	1	1.925	1	2	4	3	2	4	0.4396482	0.43964823	1	45
169	20	1	1.36	1	1	5	1	2	4	0.4234919	0.42349187	1	68
170	21	1	1.5	1	4	4	1	1	4	0.4723283	0.47232832	1	88
171	21	1	1.395	1	6	6	3	2	4	0.4242346	0.42423457	1	47
172	21	2	1.6	1	2	2	1	1	4	0.4839612	0.48396117	1	48
173	22	1	1.85	0	3	4	1	1	4	0.5419483	0.54194832	1.13372093	50

174	19	2	1.37	0	5	5	2	1	4	0.2996461	0.29964606	0.283430233	78
175	20	1	1.465	0	1	3	1	1	4	0.4106384	0.41063844	1.13372093	30
176	20	1	1.455	0	4	4	1	2	4	0.4329887	0.4329887	0.566860465	120
177	19	1	1.365	0	6	6	1	2	4	0.3507133	0.35071325	1.13372093	27
178	19	1	1.65	0	3	3	1	3	4	0.4023584	0.40235836	0.566860465	10
179	20	1	1.905	0	3	6	1	2	4	0.4158418	0.41584175	0.283430233	71
180	19	1	1.825	0	6	5	2	2	4	0.3303149	0.33031491	0.566860465	79
181	21	1	1.45	0	1	3	1	2	4	0.5101818	0.51018184	1.13372093	62
182	22	1	1.44	0	4	2	1	3	4	0.6181209	0.61812095	0.377906977	91
183	20	1	1.325	0	6	6	2	2	4	0.3868293	0.38682935	0.283430233	110
184	19	2	1.45	0	4	4	2	2	4	0.3330326	0.33303261	1.13372093	73
185	21	2	1.625	0	4	2	1	3	4	0.5453661	0.54536612	1.13372093	49
186	20	1	1.5	0	4	4	1	1	4	0.4034131	0.40341315	0.283430233	93
187	20	1	1.395	0	4	7	2	3	4	0.4070012	0.40700124	0.566860465	28
188	20	1	1.5	0	6	6	2	1	3	0.3709275	0.37092746	0.283430233	97
189	21	2	1.415	0	2	4	1	1	4	0.4668234	0.46682338	0.161960133	118
190	20	1	1.465	0	2	2	1	1	3	0.4325453	0.43254532	0.566860465	66
191	19	1	1.465	0	2	4	1	3	4	0.3937717	0.39377167	0.226744186	96
192	21	1	1.6	0	3	4	1	1	4	0.4719607	0.47196069	0.566860465	86
193	20	1	1.5	0	2	3	1	3	4	0.4708681	0.47086813	0.566860465	95
194	19	2	1.515	0	1	1	1	2	4	0.3844691	0.38446913	0.283430233	110
195	21	1	1.56	0	6	6	3	1	4	0.3948406	0.39484058	0.226744186	96
196	20	1	1.5	0	3	3	1	2	4	0.4410799	0.4410799	1.13372093	45
197	20	1	1.7	0	4	6	2	1	4	0.3577356	0.3577356	2.26744186	94
198	20	1	1.7	0	4	6	1	2	4	0.4162001	0.41620012	0.283430233	71
199	21	1	1.565	0	2	2	1	2	4	0.5191332	0.51913323	1.13372093	76
200	19	1	2.04	0	4	6	1	3	4	0.3781849	0.37818486	0.377906977	9
201	19	1	1.625	0	6	4	1	2	4	0.3665187	0.36651867	0.377906977	13
202	20	1	1.7	0	1	1	1	1	4	0.4273669	0.4273669	0.566860465	42
203	20	2	1.48	0	6	6	3	1	4	0.3259358	0.32593576	0.125968992	84
204	20	2	1.5	0	6	1	4	3	4	0.3924942	0.39249422	1.13372093	72
205	20	2	1.35	0	6	6	4	1	4	0.2990464	0.2990464	0.283430233	78
206	20	1	1.45	0	4	5	1	3	4	0.4545176	0.45451762	0.283430233	105
207	19	1	1.55	0	2	6	1	1	3	0.3341696	0.3341696	0.566860465	102
208	20	1	1.485	0	1	6	1	1	4	0.3859394	0.38593938	0.283430233	110
209	22	1	1.7	0	4	4	1	2	4	0.5723045	0.57230452	3.401162791	3
210	21	1	1.515	0	2	4	1	2	4	0.5019615	0.50196146	0.283430233	55
211	23	2	1.5775	0	4	6	2	1	4	0.5589825	0.55898249	3.401162791	32
212	21	1	2.2125	0	1	1	2	2	4	0.49606	0.49605997	2.26744186	40
213	25	1	2.425	0	3	3	2	3	4	0.7616807	0.76168071	3.401162791	69
214	21	1	1.875	0	5	5	3	3	4	0.4623388	0.4623388	1.13372093	39
215	23	2	1.7	0	3	3	2	1	4	0.5838614	0.58386136	1.13372093	51
216	21	1	1.6	0	2	2	2	1	4	0.4575416	0.45754161	1.13372093	29
217	19	2	1.55	0	7	6	1	1	4	0.3196941	0.31969408	0.125968992	84
218	20	2	1.62	0	5	6	4	2	4	0.324817	0.32481695	0.125968992	84
219	20	2	1.515	0	2	4	4	1	4	0.3123794	0.31237936	0.125968992	84
220	22	2	1.5625	0	2	4	1	1	4	0.5368237	0.53682369	3.401162791	101
221	21	2	1.695	0	1	4	2	1	4	0.4354633	0.43546334	0.283430233	114
222	20	2	1.675	0	2	4	2	1	4	0.3685172	0.36851721	0.283430233	97
223	18	2	1.3555	0	4	4	1	1	4	0.274613	0.27461297	0.377906977	41
224	19	1	1.56	0	5	4	1	2	4	0.3661762	0.36617624	0.377906977	13
225	20	1	1.58	0	6	4	2	2	4	0.4032515	0.40325152	0.283430233	93
226	20	2	1.5975	0	5	6	1	2	4	0.4119116	0.41191159	1.13372093	23
227	21	2	1.375	0	6	6	2	2	4	0.4503275	0.45032749	4.534883721	60
228	20	2	1.64	0	6	6	2	2	4	0.3822967	0.38229669	1.13372093	90
229	20	2	1.6385	0	4	4	2	1	4	0.369204	0.36920402	0.283430233	97
230	20	1	1.7	0	3	6	1	2	4	0.4158418	0.41584175	0.283430233	71
231	19	1	1.445	0	4	4	1	3	4	0.3944761	0.39447615	0.226744186	96
232	21	2	1.58	0	6	4	1	1	4	0.4682923	0.46829227	0.161960133	118
233	20	1	1.545	0	2	4	2	3	4	0.4313759	0.43137592	1.13372093	92
234	20	1	1.5	0	6	4	4	2	4	0.3447108	0.34471079	0.566860465	65
235	20	1	1.7	0	4	0	1	2	4	0.4669934	0.46699338	0.161960133	118
236	21	1	1.525	0	6	3	3	1	4	0.4197199	0.41971994	0.377906977	33
237	19	1	1.54	0	3	2	1	1	4	0.3533199	0.35331987	1.13372093	19
238	19	1	1.5	0	4	5	5	1	4	0.2302392	0.23023923	0.377906977	41
239	20	2	2.495	0	4	5	2	1	4	0.3612379	0.36123791	0.566860465	35
240	24	2	2.125	0	2	2	3	1	4	0.6287313	0.62873133	0.377906977	91
241	24	2	2.05	0	6	5	7	1	4	0.4821877	0.48218766	1.13372093	31
242	21	1	1.85	0	2	4	1	2	4	0.5019615	0.50196146	0.283430233	55
243	21	2	1.95	0	4	4	1	2	4	0.4979111	0.49791113	3.401162791	64
244	21	2	1.91	0	1	5	1	1	4	0.457915	0.45791504	0.566860465	38
245	22	2	1.935	0	5	4	3	1	4	0.4754078	0.47540775	1.13372093	74
246	19	2	2.935	0	6	6	1	1	3	0.3312277	0.33122771	0.566860465	79
247	24	2	1.785	0	1	3	1	1	4	0.6772968	0.67729676	2.26744186	61
248	22	2	2.04	0	5	4	1	1	4	0.5379238	0.53792383	1.13372093	53
249	19	2	2.565	0	2	2	1	2	4	0.3767165	0.37671647	0.377906977	9
250	22	2	2.435	0	5	5	1	2	4	0.5595217	0.55952168	1.13372093	115
251	21	2	2.725	0	5	4	1	1	4	0.467925	0.467925	0.161960133	118
252	21	2	2.08	0	4	4	2	1	4	0.4365515	0.43655155	0.283430233	114
253	21	2	2.125	0	4	4	2	1	4	0.4365515	0.43655155	0.283430233	114
254	22	2	2.195	0	1	6	2	1	4	0.4880384	0.48803842	0.566860465	67
255	22	2	2.125	0	6	6	3	1	4	0.4586701	0.45867008	1.13372093	7
256	25	1	1.625	0	4	4	1	2	4	0.7563278	0.75632777	1.13372093	117
257	22	2	1.73	0	6	6	5	2	4	0.4268934	0.4268934	0.566860465	42
258	23	1	1.85	0	5	4	1	2	4	0.6395009	0.6395009	1.13372093	99
259	22	1	1.52	0	4	5	2	1	4	0.5025209	0.5025209	1.13372093	113
260	23	2	1.65	0	4	4	2	1	4	0.5758495	0.5758495	1.13372093	12

261	22	1	1.5	0	6	7	3	2	4	0.4851763	0.48517626	1.13372093	48
262	20	1	1.54	0	4	5	2	3	4	0.4236881	0.42368805	3.401162791	68
263	20	2	1.545	0	6	6	4	1	4	0.2990464	0.2990464	0.283430233	78
264	21	2	2.665	0	4	5	1	1	4	0.4590137	0.45901373	1.13372093	109
265	20	1	1.95	0	4	2	1	3	4	0.4801736	0.48017361	2.26744186	58
266	20	2	2.15	0	6	6	2	3	4	0.4113917	0.41139167	1.13372093	15
267	20	1	1.545	0	5	6	4	3	4	0.3564113	0.35641131	1.13372093	112
268	20	1	1.88	0	2	3	3	2	4	0.3802019	0.38020192	0.377906977	9
269	19	2	2.4	0	7	7	3	1	4	0.2611546	0.26115464	0.377906977	41
270	19	1	1.415	0	6	6	3	3	4	0.3219674	0.32196738	0.125968992	84
271	19	1	1.59	0	4	4	3	3	4	0.336491	0.33649102	1.13372093	103
272	20	1	1.4	0	0	0	3	1	4	0.3751582	0.37515816	1.13372093	100
273	20	1	1.8	0	6	6	4	1	4	0.3030763	0.3030763	0.283430233	78
274	21	1	2.125	0	6	6	4	2	4	0.3939755	0.39397551	0.226744186	96
275	19	1	1.66	0	2	2	1	1	4	0.3529829	0.3529829	1.13372093	122
276	21	1	1.7	0	2	2	1	2	4	0.5191332	0.51913323	0.377906977	70
277	19	1	1.705	0	4	6	1	2	3	0.3624283	0.36242829	0.566860465	35
278	22	2	1.65	0	6	3	1	2	4	0.5767438	0.57674382	1.13372093	34
279	21	1	1.7	0	3	4	1	1	4	0.4719607	0.47196069	0.566860465	86
280	19	1	1.6	0	5	7	1	1	4	0.3157573	0.31575729	0.125968992	84
281	21	2	1.65	0	4	4	2	1	4	0.4365515	0.43655155	0.283430233	114
282	21	1	1.765	0	5	4	2	1	4	0.4416317	0.44163166	2.26744186	87
283	20	2	1.6	0	6	5	3	1	4	0.3335299	0.33352987	0.566860465	102
284	22	1	2.25	0	5	5	2	1	3	0.5163877	0.51638773	0.377906977	70
285	22	2	1.5	0	6	6	1	2	4	0.5514013	0.55140125	6.802325581	17
286	21	1	2.075	0	4	4	1	1	3	0.4858077	0.48580773	1.13372093	121
287	23	1	2.045	0	6	5	7	2	3	0.4608354	0.46083541	1.13372093	116
288	20	1	1.75	0	4	4	1	1	4	0.4034131	0.40341315	0.283430233	93
289	22	1	1.75	0	6	2	1	2	4	0.5897506	0.58975058	1.13372093	5
290	21	2	1.66	0	4	0	1	2	4	0.5322286	0.53222858	4.534883721	46
291	21	1	1.55	0	6	6	3	1	4	0.3948406	0.39484058	0.226744186	96
292	23	1	1.7	0	3	3	1	1	4	0.6184595	0.61845946	0.377906977	91
293	21	1	2.15	0	5	6	1	1	4	0.4556049	0.45560491	0.283430233	105
294	20	2	2.15	0	6	6	1	2	4	0.412269	0.41226897	1.13372093	108
295	21	1	1.5	0	0	4	1	1	4	0.470858	0.47085798	0.566860465	95
296	20	1	2.035	0	3	5	2	2	3	0.4069213	0.40692134	0.566860465	28
297	20	1	1.625	0	2	2	1	1	3	0.4325453	0.43254532	0.566860465	66
298	22	2	2.25	0	6	6	1	1	3	0.5346328	0.53463284	1.13372093	89
299	24	2	1.9275	0	1	1	2	2	3	0.702764	0.70276398	0.566860465	26
300	22	2	1.725	0	6	6	4	1	4	0.4277797	0.42777973	3.401162791	83
301	22	2	1.905	0	2	5	1	1	2	0.5550833	0.55508325	1.13372093	56
302	23	2	2.84	0	5	4	1	1	4	0.6064584	0.60645877	1.13372093	52
303	22	2	2.11	0	2	4	2	1	3	0.5190807	0.51908065	0.377906977	70
304	24	1	2	0	4	2	1	1	3	0.7012655	0.70126546	0.566860465	26
305	21	1	1.965	0	6	6	2	2	4	0.4550725	0.45507251	0.283430233	105
306	22	1	1.955	0	2	3	1	2	4	0.5799752	0.57997524	1.13372093	25
307	21	1	1.625	0	6	6	1	1	4	0.4559708	0.4559708	0.283430233	105
308	21	1	1.7	0	6	6	1	1	4	0.4559708	0.4559708	1.13372093	119
309	21	1	2.55	0	2	2	1	1	4	0.4887455	0.48874547	1.13372093	80
310	21	1	1.5	0	4	4	2	1	4	0.4412679	0.44126794	1.13372093	18
311	21	1	1.835	0	0	4	1	2	4	0.5012239	0.50122391	0.283430233	55
312	22	1	1.99	0	4	6	1	1	2	0.5520533	0.55205335	1.13372093	77
313	21	2	1.825	0	3	4	1	1	4	0.4671905	0.46719055	0.161960133	118
314	20	2	1.8	0	4	4	3	2	4	0.3683609	0.36836093	0.283430233	97
315	22	1	1.53	0	5	4	2	2	4	0.5417816	0.5417816	2.26744186	85
316	21	1	1.595	0	4	5	2	1	4	0.4328138	0.43281381	1.13372093	21
317	21	1	1.815	0	1	4	1	2	4	0.5015927	0.50159269	0.283430233	55
318	21	1	1.465	0	3	4	2	2	4	0.4710582	0.47105817	0.377906977	6
319	20	1	1.81	0	3	2	2	2	4	0.4188159	0.4188159	0.377906977	33
320	21	2	1.73	0	5	4	2	1	4	0.4369144	0.43691442	1.13372093	43
321	23	1	2.34	0	6	5	4	1	4	0.5107638	0.51076382	3.401162791	54
322	22	1	1.68	0	2	2	1	2	4	0.5883223	0.5883225	1.13372093	22
323	21	1	1.67	0	2	2	2	1	4	0.4575416	0.45754161	0.566860465	38
324	22	1	1.56	0	5	5	3	1	4	0.4716158	0.47161579	2.26744186	8
325	21	1	1.45	0	1	3	1	2	4	0.5101818	0.51018184	0.377906977	36
326	21	1	1.73	0	4	4	1	2	4	0.5026999	0.50269899	0.5668604651	107
327	22	1	1.625	0	4	4	1	1	4	0.5423145	0.54231448	1.13372093	44
328	20	1	1.415	0	6	6	1	2	4	0.4169171	0.41691714	0.283430233	71
329	21	1	1.45	0	4	5	1	1	4	0.4637731	0.46377305	0.566860465	14
330	21	1	1.5	0	1	3	1	2	4	0.5101818	0.51018184	0.377906977	36
331	20	1	1.75	0	2	6	1	1	4	0.3862892	0.38628902	0.283430233	110
332	21	1	1.74	0	1	4	1	1	4	0.4712255	0.47122552	0.377906977	6
333	23	1	2.5	0	2	1	1	1	4	0.6341968	0.63419681	1.13372093	75
334	20	1	1.55	0	2	2	1	1	4	0.4193385	0.41933852	0.377906977	33
335	21	1	1.625	0	1	3	1	1	4	0.4797952	0.47979525	1.13372093	24
336	21	1	1.63	0	4	5	1	1	4	0.4637731	0.46377305	0.566860465	14
337	20	1	1.8	0	4	4	2	1	4	0.3736754	0.37367535	1.13372093	106
338	21	1	1.5	0	3	3	2	2	4	0.4796276	0.47962762	1.13372093	11
339	20	2	1.76	0	6	6	3	1	4	0.3259358	0.32593576	0.125968992	84
340	22	1	1.625	0	2	1	1	1	4	0.5670438	0.56704385	2.26744186	81
341	21	2	2.5	0	4	4	1	1	4	0.4675578	0.46755775	0.161960133	118
342	23	1	1.75	0	3	6	1	1	4	0.5938557	0.59385571	1.13372093	16
343	20	1	1.75	0	5	4	1	2	4	0.4333509	0.43335089	0.566860465	120
344	21	1	1.925	0	6	5	3	1	4	0.4030801	0.40308011	0.283430233	93
345	22	1	1.415	0	4	6	2	2	4	0.5243102	0.52431019	3.401162791	104
346	21	1	1.935	0	1	3	1	1	4	0.4797952	0.47979525	1.13372093	2
347	21	2	1.81	0	6	6	1	1	4	0.4512242	0.45122417	2.26744186	20

348	22	1	1.59	0	5	4	2	1	2	0.5384122	0.53841222	2.26744186	57
349	21	1	1.69	0	4	4	1	1	4	0.4723283	0.47232832	7.936046512	88
350	21	1	1.25	0	0	2	1	1	4	0.4880083	0.48800832	0.566860465	67
351	21	1	1.845	0	2	1	2	1	4	0.4660818	0.46608184	0.161960133	118
352	21	1	1.56	0	3	3	2	2	4	0.4796276	0.47962762	2.26744186	111
353	21	1	2.26	0	1	3	1	2	4	0.5101818	0.51018184	0.377906977	36
354	19	1	1.65	0	2	6	2	3	4	0.348548	0.348548	0.566860465	65
355	20	1	1.85	0	3	4	1	3	4	0.4626828	0.46268285	1.13372093	63
356	22	1	1.675	0	5	4	2	3	4	0.571779	0.57177898	1.13372093	59
357	21	1	1.34	0	6	6	2	1	4	0.4251195	0.42511948	1.13372093	47
358	21	1	1.445	0	7	6	5	2	4	0.3648501	0.36485012	0.377906977	13
359	21	1	1.475	0	1	4	1	1	4	0.4712255	0.47122552	0.377906977	6
360	21	1	1.425	0	4	2	2	2	4	0.4885777	0.48857765	1.13372093	82
361	20	1	1.375	0	1	4	2	2	4	0.4014779	0.40147795	0.566860465	10
362	20	1	1.325	0	6	4	5	2	4	0.3170009	0.31700094	0.125968992	84
363	21	1	1.275	0	7	5	2	2	4	0.4639729	0.46397288	1.13372093	37
364	20	1	1.225	0	6	7	3	1	4	0.3226029	0.32260285	0.125968992	84
365	21	1	1.175	0	1	5	1	1	4	0.4626727	0.46267271	1.13372093	1
366	21	1	1.125	0	0	5	2	1	3	0.4446614	0.44466143	1.13372093	98
367	21	2	1.075	0	2	3	1	1	4	0.475385	0.47538503	1.13372093	4



Republic of the Philippines  
**PARTIDO STATE UNIVERSITY**  
Camarines Sur

November 25, 2022

**DR. GEMMAH T. BARCILLANO**  
Dean, Office of Student Affairs and Services  
Partido State University

Dear Dr. Barcillano,

Warm greetings! We, the students of Partido State University taking up BS Mathematics, are conducting research entitled "The Impact of Financial Aid to Academic Performance of Students." Our research will be helpful in policymaking of government agencies in crafting financial aid policies for students. Moreover, it would aid school administration for decision-making and serve as guide to support and provide more comprehensive learning to student. The respondents of our research will be students who have a scholarship/financial aid.

In this connection, may we request from your good office a list of scholarship grantees in the University for Academic Year 2022-2023. This data will be helpful in the partial fulfillment of our research and will be used for research purposes only. We assure you that all the details and information will be treated with utmost confidentiality.

Hoping for your favorable response in this matter. Dios Mabalos!

Respectfully Yours,

Kareem Rogel A. Hufancia  
Jessamie B. Avila  
Marco A. Verdejo

Noted by:

*J. N. C.*  
**ANDREA B. DELMIGUEZ**  
Research Adviser

*J. N. C.*  
**JONI NEIL B. CAPUCAO, DIT**  
Dean, College of Arts and Sciences

Approved by:

*M. T. B.*  
**DR. GEMMAH T. BARCILLANO, Ph.D.**  
Dean, Office of Student Affairs and Services  
*The office will only provide the data per college.*



PARTIDO STATE UNIVERSITY  
OFFICE OF STUDENT AFFAIRS & SERVICES

Goa, Camarines Sur

Tel: 453-02-35 Local 115, Fax: 453-18-11

**DATA ON SCHOLARSHIP**

As of December 2, 2022

NAME OF SCHOLARSHIP	NO. OF SCHOLARS
DMTG-FILIMINERA	6
DEPARTMENT OF SCIENCE & TECHNOLOGY(DOST)	16
CHED SCHOLARSHIP PROGRAM	8
CHED TULONG DUNONG PROGRAM	260
<b>TOTAL</b>	<b>290</b>

Prepared by:

*June Carla R. Obias*  
~~June Carla R. Obias~~  
Admin. Aide III-OSAS

Noted:

*Gemmah T. Barcillano*  
**GEMMAH T. BARCILLANO, Ph.D.**  
DEAN, Office of Student Affairs & Services



PARTIDO STATE UNIVERSITY  
OFFICE OF STUDENT AFFAIRS & SERVICES  
Goa, Camarines Sur  
Tel: 453-02-35 Local 115, Fax: 453-18-11

4

**DATA ON SCHOLARSHIP**  
As of December 2, 2022

NAME OF SCHOLARSHIP	NO. OF SCHOLARS
<b>DMTG-FILIMINERA</b>	
College of Arts & Sciences	5
<b>DEPARTMENT OF SCIENCE &amp; TECHNOLOGY(DOST)</b>	
College of Arts & Sciences	5
College of Engineering & Technology	11
<b>CHED SCHOLARSHIP PROGRAM</b>	
College of Arts & Sciences	6
College of Business & Management	2
<b>CHED TULONG DUNONG PROGRAM</b>	
College of Arts & Sciences	59
College of Education	26
College of Engineering & Technology	33
College og Business & Management	71
<b>TOTAL</b>	<b>218</b>

Prepared by:

*JUNE CARLA R. OBIAS*  
**JUNE CARLA R. OBIAS**  
Admin.Aide III-OSAS

Noted:

*GEMMAH T. BARCILLANO, Ph.D.*  
**GEMMAH T. BARCILLANO, Ph.D.**  
DEAN, Office of Student Affairs & Services



Republic of the Philippines  
**PARTIDO STATE UNIVERSITY**  
Camarines Sur

February 9, 2023

**RINA A. ABNER-PUERTA, DBA**  
Dean, College of Business and Management  
Partido State University

Dear Dr. Abner-Puerta,

Warm greetings! We, the students of Partido State University taking up BS Mathematics, are conducting research entitled "The Impact of Financial Aid to Academic Performance of Students." Our research would, hopefully, serve as a basis in policy making of government agencies in crafting financial aid policies for students. Moreover, it would aid school administration for decision-making and serve as guide to support and provide more comprehensive learning to students. We will use the survey method as our data gathering instrument. This research is a requirement in partial fulfillment of our Special Problem 2 subject this Second Semester, Academic Year 2022-2023.

In this regard, the undersigned would like to ask permission from your good office to administer survey questionnaires to College of Business and Management students.

Hoping for your favorable response on this matter. Dios Mabalos!

Respectfully Yours,

*Kareem Rogel A. Hufancia*  
KAREEM ROGEL A. HUFANCIA  
*Jessamie B. Avila*  
JESSAMIE B. AVILA  
*Marco A. Verdejo*  
MARCO A. VERDEJO

Noted by:

*J. B. D.*  
ANDREA B. DELMIGUEZ  
Research Adviser

*J. N. C.*  
JONI NEIL B. CAPUCAO, DIT  
Dean, College of Arts and Sciences

Approved by:

*R. A. A.-P.*  
**RINA A. ABNER-PUERTA, DBA**  
Dean, College of Business and Management



Republic of the Philippines  
**PARTIDO STATE UNIVERSITY**  
Camarines Sur

February 9, 2023

**EMELINA R. PADAYAO**

OIC Dean, College of Engineering and Technology  
Partido State University

Dear Engineer Padayao,

Warm greetings! We, the students of Partido State University taking up BS Mathematics, are conducting research entitled "The Impact of Financial Aid to Academic Performance of Students." Our research would, hopefully, serve as a basis in policy making of government agencies in crafting financial aid policies for students. Moreover, it would aid school administration for decision-making and serve as guide to support and provide more comprehensive learning to students. We will use the survey method as our data gathering instrument. This research is a requirement in partial fulfillment of our Special Problem 2 subject this Second Semester, Academic Year 2022-2023.

In this regard, the undersigned would like to ask permission from your good office to administer survey questionnaires to College of Engineering and Technology students.

Hoping for your favorable response on this matter. Dios Mabalos!

Respectfully Yours,

*[Signature]*  
KAREEM ROGEL A. HUFANCIA  
*[Signature]*  
JESSAMAE B. AVILA  
*[Signature]*  
MARCO A. VERDEJO

Noted by:

*[Signature]*  
ANDREA B. DELMIGUEZ  
Research Adviser

*[Signature]*  
JONI NEIL B. CAPUCAO, DIT  
Dean, College of Arts and Sciences

Approved by:

*[Signature]*  
EMELINA R. PADAYAO  
OIC Dean, College of Engineering and Technology



Republic of the Philippines  
**PARTIDO STATE UNIVERSITY**  
Camarines Sur

February 9, 2023

**JOAN A. MONFORTE-BEDES, Ph.D.**

Dean, College of Education  
Partido State University

Dear Dr. Monforte-Bedes,

Warm greetings! We, the students of Partido State University taking up BS Mathematics, are conducting research entitled "The Impact of Financial Aid to Academic Performance of Students." Our research would, hopefully, serve as a basis in policy making of government agencies in crafting financial aid policies for students. Moreover, it would aid school administration for decision-making and serve as guide to support and provide more comprehensive learning to students. We will use the survey method as our data gathering instrument. This research is a requirement in partial fulfillment of our Special Problem 2 subject this Second Semester, Academic Year 2022-2023.

In this regard, the undersigned would like to ask permission from your good office to administer survey questionnaires to College of Education students.

Hoping for your favorable response on this matter. Dios Mabalos!

Respectfully Yours,

*Kareem*  
KAREEM ROGEL A. HUFANCIA  
*Jessamae*  
JESSAMAE B. AVILA  
*Marco Verdejo*  
MARCO A. VERDEJO

Noted by:

*Joni Neil*  
ANDREA B. DELMIGUEZ  
Research Adviser

*Joni Neil*  
**JONI NEIL B. CAPUCAO, DIT**  
Dean, College of Arts and Sciences

Approved by:

*Joan A. Monforte-Bedes*  
**JOAN A. MONFORTE-BEDES, Ph.D.**  
Dean, College of Education



Republic of the Philippines  
**PARTIDO STATE UNIVERSITY**  
Camarines Sur

February 9, 2023

**JONI NEIL B. CAPUCAO, DIT**  
Dean, College of Arts and Sciences  
Partido State University

Dear Sir Capucao,

Warm greetings! We, the students of Partido State University taking up BS Mathematics, are conducting research entitled "The Impact of Financial Aid to Academic Performance of Students." Our research would, hopefully, serve as a basis in policy making of government agencies in crafting financial aid policies for students. Moreover, it would aid school administration for decision-making and serve as guide to support and provide more comprehensive learning to students. We will use the survey method as our data gathering instrument. This research is a requirement in partial fulfillment of our Special Problem 2 subject this Second Semester, Academic Year 2022-2023.

In this regard, the undersigned would like to ask permission from your good office to administer survey questionnaires to College of Arts and Sciences students.

Hoping for your favorable response on this matter. Dios Mabalos!

Respectfully Yours,  
  
KAREEM ROGEL A. HUFANCIA  
  
JESSAMAE B. AVILA  
  
MARCO A. VERDEJO

Noted by:

**ANDREA B. DELMIGUEZ**  
Research Adviser

Approved by:

**JONI NEIL B. CAPUCAO, DIT**  
Dean, College of Arts and Sciences

## Survey Questionnaire

Dear respondents,

Good day!

We, the researchers, are conducting a research titled " Assessing the Effect of Financial Aid in Student's Academic Performance: The Case of Partido State University - Goa Campus" as partial fulfillment of requirements in Special Problem 1 & 2.

In connection with this, we would like to request for your cooperation as one of the respondents in this research. We assure you that the details and information you will give to us will be used for research purposes only and will be treated with utmost privacy.

Yours truly,

Kareem Rogel A. Hufancia

Jessamae B. Avila

Marco A. Verdejo

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### **Part 1. Socio-Demographic Profile**

Name: \_\_\_\_\_ Age: \_\_\_\_\_

Course/Year/Section: \_\_\_\_\_ Gender: \_\_\_\_\_

General Weighted Average for Academic Year 2021-2022:

First Semester: \_\_\_\_\_ Second Semester: \_\_\_\_\_

**Parent Educational Attainment:** (put a check mark (✓) for your answer)

**Father:**

- ( )Undergraduate Elementary
- ( )Elementary Graduate
- ( )Undergraduate High school
- ( )High school Graduate
- ( )Undergraduate College
- ( )College Graduate
- ( )Masteral/Doctoral Level

**Mother:**

- ( )Undergraduate Elementary
- ( )Elementary Graduate
- ( )Undergraduate High school
- ( )High school Graduate
- ( )Undergraduate College
- ( )College Graduate
- ( )Masteral/Doctoral Level

**Guardian (Optional):**

- ( )Undergraduate Elementary
- ( )Elementary Graduate
- ( )Undergraduate High school
- ( )High school Graduate
- ( )Undergraduate College
- ( )College Graduate
- ( ) Masteral/Doctoral Level

### **Monthly Family Income**

- |                                       |  |
|---------------------------------------|--|
| ( )Less than Php. 9,520               | ( )Between Php. 66,641 to Php. 114,240 |
| ( )Between Php. 9,521 to Php.19,040   | ( ) Between 114,240 to 190,401         |
| ( )Between Php. 19,041 to Php. 38,080 | ( )At least Php. 190,401               |
| ( )Between Php. 38, 081 to 66,640     |  |

### **Part 2. Put a check mark (✓) for your answer .**

1. Are you a scholarship/financial Aid Grantee?

- ( )Yes              ( )No

2. Which type of scholarship/financial Aid is it?

**Gift Aid** (Scholarship/Grants):

- ( ) DMTG-Filminera Scholarship  
( ) CHED Scholarship  
( )CHED TDP Scholarship  
( )DOST Scholarship

**(Financial Assistance):**

- ( )AICS  
( )FEFAP  
( )Ka-Fuerte Scholarship

**Others** (please specify):\_\_\_\_\_

3. On the average, how long do you spend studying each day?

- ( ) 1-3 hours        ( ) 4-5 hours        ( ) 6 hours and above

4. How often do you attend classes, whether synchronous or face to face?

- ( )Never        ( )Rarely        ( )Sometimes        ( )Often        ( )Always

**Part 3:** The following statements shows perceptions of the student on scholarship/financial aid. Put a check mark (✓) for your opinion for each: (5)-Strongly Agree, (4)-Agree, (3)-Moderate,(2)- Disagree, (1) - Strongly Disagree.

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.) Scholarship teaches students the value of giving.					
2.) Scholarship gives students the opportunity to reach and complete education.					
3.) Scholarship lets working students focus on their academics					
4.) Scholarship allows students to focus on academics without worrying about their finances.					
5.) Scholarship makes students motivated to study					
6.) Scholarship gives students time to pursue extracurricular activities that can develop skills and interest.					
7.) Scholarship makes college education accessible and affordable					
8.) Scholarship provides support to students in need.					
9.) Scholarship provides more time to study, gain knowledge and secure better grades.					
10.) Scholarship lowers cost of college.					

**Part 4:** The following statement shows potential effects of scholarship/financial aid to academic performance of students. Put a check mark (✓) for your opinion for each: (5)-Strongly Agree, (4)-Agree, (3)-Moderate,(2)-Dis-agree, (1)- Strongly Disagree.

<b>Statement</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1.) Scholarship teaches students the value of giving.					
2.) Scholarship gives students the opportunity to reach and complete education.					
3.) Scholarship lets working students focus on their academics					
4.) Scholarship allows students to focus on academics without worrying about their finances.					
5.) Scholarship makes students motivated to study					
6.) Scholarship gives students time to pursue extracurricular activities that can develop skills and interest.					
7.) Scholarship makes college education accessible and affordable					
8.) Scholarship provides support to students in need.					
9.) Scholarship provides more time to study, gain knowledge and secure better grades.					
10.) Scholarship lowers cost of college.					

***Thank you & God Bless!***

**Assessing the Effect of Financial Aid in Student's Academic Performance:The Case of Partido State University-Goa Campus**  
**GANTT CHART**

Stages of Researchers	August	September			October		November				December		January	February					March	
		7	12	16	7		17	21	25	26	12	21		9	16	23	24	25	26	
Topic Selection																				
Seek For Thesis Adviser																				
SP Adviser Approval & Acceptance Sheet																				
SP Concept Note																				
Writing Chapter 1																				
Reading Literature																				
Finalize Objectives																				
Draft Chapter 1																				
Writing Chapter 2																				
Draft Chapter 2																				
Writing Chapter 3																				
Draft Chapter 3																				
Questionnaire Design																				
Sending Letters to College's Dean																				
Survey Questionnaire																				
Finalize Chapter 1, 2, & 3																				
Preparation for Thesis Proposal																				
Presentation for Thesis Proposal																				
Preparation & Submission of Thesis Application of Comments & Suggestions																				

**Assessing the Effect of Financial Aid in Student's Academic Performance:The Case of Partido State University-Goa Campus**  
**GANTT CHART**

Stages of Researchers	February	March				April									May			
	13	22	24	30	2	5	11	18	20	21	27	28	29					
Conducting the Survey																		
Interpretation of Data																		
Data Analysis																		
Writing Chapter 4																		
Draft Chapter 4																		
Writing Chapter 5																		
Draft Chapter 5																		
Finalize Chapter 4 & 5																		
Submission of Chapter 1-5																		
Preparation for Final Defense																		
Presentation for Final Defense																		
Preparation & Submission of Thesis Application of Comments and Suggestions																		