

# A Correlational Analysis between Perception to Gift of Education Scholarship and the Perceived Performance of Scholar Students in Jose Maria College

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## Abstract :

Scholarships are financial aids awards designed to help students to pay their financial needs for college. It is the main factor for students to focus more on studies and strive for success. Striving to their studies may affect their academic performance as a scholar. This Study aims the Correlational Analysis between Perception to Gift of Education Scholarship and the Perceived Performance of Scholar Students in Jose Maria College. The Study utilizes a non-experimental quantitative research approach. With the use of weighted average method, ANOVA statistical analysis of variance and Pearson r for determining the relationship between two variables. Furthermore, the results show there is a very strong positive relationship in Perception to Gift of Education Scholarship and the Perceived Performance of Scholar Students. Researchers has multiple recommendations for both variables, by bringing empathy, compassion, and energy to scholars and for Academic performance by Setting your goals, time management, record lecture notes and try seeking for your instructor if you are having difficulty with your course work.

*Keywords*—Scholarship, Academic Performance, Scholars, Students, Finance

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## I. INTRODUCTION

Scholarship programs have been a great help to student in higher education institution but there was an unclear relationship to the academic performance of the learners. scholarship Program is a support given by a school or other organization to support student’s or person’s expenses who studies and has shown excellence in academic or athletic aspects. they are crucial for bridging the gap between the increasing cost of tuition and what you and your family can afford to pay out of pocket. A scholarship is not only given for the people who need financial aid, but also to students who have academic excellence and an athletic ability

[1]. There is different scholarship in the school and Gift of Education is slightly different from them. It has kind of specialty why students were interested applying this kind of scholarship. This GIFT OF EDUCATION (GOE) scholarship program support individuals who are passionate about improving their knowledge and to sustain a deep understanding off their abilities such as academic skills, talents, extra composition activities. The concern is to raise and to improve the financial needs for each family of the students. This is the help benefits that our government gives to the students who cannot afford or have an insufficient amount of money to the tuition fee of their school or university. But there are some cases that having scholarship might affect

students time management, due to concentration to his/her studies. Also joining to any extracurricular activities caused students to be busier that affects his/her personal time and may affect student's performance. Some students or scholars can find ways to maintain their performance even they are in scholarship activities.

According to University of Hawaii, scholarships help to lessen the impact of rising tuitions costs. Tuition is on the rise nation-wide and scholarships gives access to higher education for students of all income levels. The most obvious benefit of scholarships is that they make college more affordable than before, it helps the students' financial problem from this larger overarching benefit comes many more benefits [2]. As we know Student's performance is highly required in every scholarship because it is having a standard required to maintain your wanted scholarship [3].

Academic Scholarship is most likely everywhere. It is awarded to Regular students who met the requirements or standards like General Weighted Average (GWA) / Grade point average (GPA) and has no major offense in the preceding semester, thus, the basis of the retention will always student's performance [4]. However, scholarship has a negative impact to students as well because parents or guardians expect too much from the student that has scholarship. Parent's high expecting a high grade from them that causes a negative performance to the student. Not only that, sometimes, people tend to be overconfident when they are evaluating their performance, in Darwin's "Ignorance more frequently begets confidence than does knowledge," Dunning and Kruger made the observation that less competent individuals are unable to recognize their own incompetence and therefore tend to overrate their ability. Rather than recognizing their cognitive bias, those without knowledge and metacognition lack the ability to recognize that insufficiency. This lack of metacognition, known as illusory superiority, is when people overestimate their positive qualities and abilities and underestimate their negative qualities relative to others. Studies have found that a certain degree of competency is necessary for a person to recognize their incompetence [5].

School performance is an issue that deeply concerns students, parents, teachers and authorities not

only in our country, but also in many other countries and continents. The purpose of the school or academic performance is to achieve an educational goal, learning. In this regard there are several components of the complex unit called performance. What is really important and useful is to define the educational goals we want to achieve, to analyze the contexts and difficulties we encounter, and to create proposals and mechanisms of action that will allow us to achieve these goal [6].

This research focuses on the perception scholarship and perceived academic performance of scholars. So let the researchers help you to be aware, be knowledgeable and to conduct this study to analyze between Gift of Education Scholarship and the Perceived Performance of Scholar Students in Jose Maria College.

#### *Theoretical Framework*

This study is anchored in the theory "Engaged Scholarship" of Van de Ven (2006) and "Theory of Academic Achievements" by Walberg (1992).

This proposes a pluralistic collective of researchers and practitioners using "Engaged Scholarship". It is intellectual arbitrage to create practitioner-meaningful research. There still limitation or a certain requirement to apply a certain scholarship for a student. There will be still bias, disciplines and particularism remain [7]. This shows, A perception towards students who applied a scholarship. Which means, this theory is compelling to this research since it focuses on Perception of a Scholarship.

As well, in Walberg's "Theory of Academic Achievement" which means that included scholar's school performance. This posits that; psychological characteristics of individual students and their immediate psychological environments influence educational outcomes (cognitive, behavioral, and attitudinal) [8]. As applied to this study, the theory holds the research's expectation relating It to the independent variable. It shows that, Wilberg and Van de Ven's theories is essential for this study for an analysis between perception of Gift of education scholarship and perceived academic performance. An

outcome will be in expectation as for individuals to improve the expectations towards scholarship and its scholar’s performance.

*Conceptual Framework*

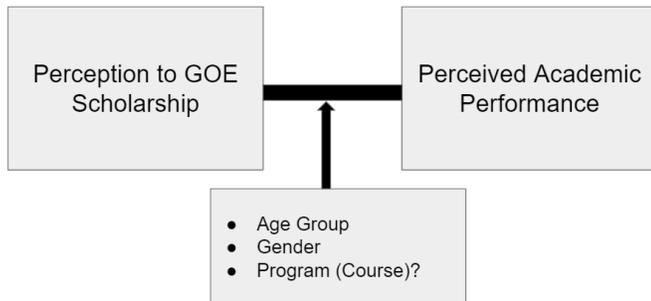


Figure 1. Conceptual Framework of the study.

Figure 1 shows that what is the perception towards Gift of Education (GOE) scholarship with its scholar’s perceived academic performance with the moderating variables shown in this study in terms of Age Group, Gender and Program (Course).

*Research Questions*

This study intends to find out the degree of the relationship of perception to gift-of-education (GOE) scholarship and the perceived performance among scholars in Jose Maria College. Specifically, this study seeks, to answer the following questions:

1. What is the profile of the respondents in terms of:
  - a) Age Group
  - b) Gender
  - c) Program (Course)?
2. What is the level of the perception to gift-of-education (GOE) scholarship among scholars in Jose Maria College?
3. What is the level of the perceived performance among scholars in Jose Maria College?

4. Is there a significant difference in the level of the perception to gift-of-education (GOE) scholarship when group according to:
  - a) Age Group
  - b) Gender
  - c) Program (Course)?
5. Is there a significant difference in the “level of the perceived academic performance when group according to:
  - a) Age Group
  - b) Gender
  - c) Program (Course)?
6. Is there a significant relationship of perception to gift-of education (GOE) scholarship and the perceived performance among scholars in Jose maria College?

*Null Hypothesis*

Ho1: There is no Significant difference in the level of the perception to gift-of-education (GOE) scholarship when group according to:

- a) Age Group
- b) Gender
- c) Program (Course)?

Ho2: There is no significant difference in the level of the perceived academic performance when group according to:

- a) Age Group
- b) Gender
- c) Program (Course)?

Ho3: There is no significant relationship between the Perception to gift of education (GOE) scholarship and the perceived performance among scholars in Jose Maria College.

**II METHODOLOGY**

## Research Design

The study approached the research question from quantitative non-experimental research design utilizing the correlational techniques. The research uses survey to collect data on the correlation between gift of education scholarship and the performance of scholar students in Jose Maria College. This method is appropriate in this study to determine the effect of Gift of Education Scholarship towards the performance of Scholar Students in Jose Maria College.

A correlational study seeks to ascertain relationships between two or more variables. Simply put, it examines whether an increase or decrease in one variable corresponds to an increase or decrease in another variable. Findings from a correlational study enable researchers to determine whether or not-and the degree to which-two variables change together. In a positive correlation, two variables change together in the same direction. While the negative correlation, two variables change together in the opposite direction. Two variables may also have no relationship to each other, in which case they may be said to have zero correlation [9]. Creswell defined correlation as a statistical test used to discover relationships between variables knowledge to predict future events [10]. According to Creswell (1994) "A qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting [11].

## Research Locale

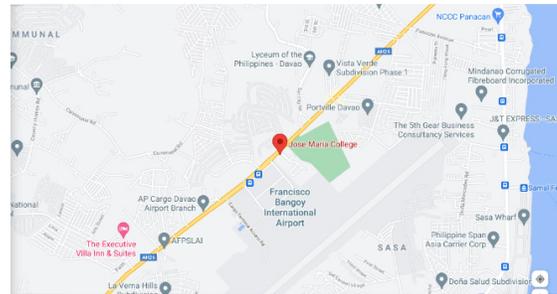


Figure 2. Map of Jose Maria College in Philippine-Japan Friendship Highway, Davao City, 8000 Davao del Sur

The study was conducted at Jose Maria College, located in Philippine-Japan Friendship Highway, Davao City, 8000 Davao del Sur. Since the chosen respondents were Gift of Education Scholar student from Jose Maria College

## Participants of the Study

In this study, we will be selected using a purposive sampling strategy, which it is used to select Scholar Students in Jose Maria College from different courses. All respondents of the study will be picked utilizing a purposive sampling regardless of their gender, age, and course, which ranges from 18 and above.

## Sampling Techniques

In this study, researchers will select more than 40 respondents in Jose Maria College. It is a satisfying the standard least satisfactory example size for the correlational investigation.

The main reason why researchers use purposive sampling is the place where an analyst chooses an example dependent on their knowledge about the study and population. The members are chosen dependent on the purpose of the sample.

Purposive sampling (also known as judgment, selective or subjective sampling) is a sampling technique in which researcher relies on his or her own judgment when choosing members of population to participate in the study. Purposive sampling is a non-probability sampling method, and it occurs when "elements selected for the sample are chosen by the judgment of the researcher. Researchers often believe that they can obtain a representative sample by using a

sound judgment, which will result in saving time and money".[12] A Purposive sampling method may prove to be effective when only limited numbers of people can serve as primary data sources due to the nature of research design and aims and objectives.

### *Statistical Treatment*

The following are the statistical methods that will be used in this study:

- The levels of Perception to Gift of Education (GoE) Scholarship and Perceived Performance of Scholars in Jose Maria College will be determined using the weighted average method.
- The T-test is a statistical study that compares the means of two populations. This will be used to see whether there is a substantial difference between Perception to Gift of Education (GoE)Scholarship and Perceived Performance of Scholars when people are identified by their age, gender, and course. Also, this method will also be used to see whether Perception to Gift of Education have a major impact on Perceived Performance of Scholars in Jose Maria College.
- ANOVA is a statistical analysis of variance. A method for assisting the researcher in determining whether the null hypothesis should be rejected or the alternative hypothesis accepted. This will also be used to see whether their Perception to Gift of Education (GoE) Scholarship and Perceived Performance of Scholars when people are identified by their age, gender, and course.
- Pearson r it is widely regarded as the most accurate tool for determining the relationship between variables. This will be used to determine the degree to which Perception to Gift of Education (GoE) Scholarship and Perceived Performance of Scholars are related.

### *Data Collection Procedure*

For Data Collection, researchers will use materials and tools, as well, as online survey will be use and conduct among respondents. Our questionnaire will be

listed with the help of online survey, Google Forms. Online surveys are usually created as Web forms with a database to store the answers and statistical software to provide analytics [13].

In Order to able to conduct the analysis, The researchers will first ask and obtain permission from the students to be as our respondents in Jose Maria College of Davao City. The selected participants and researcher will explain the research's objectives to them. The Researchers will advise the selected people what is the potential effects after providing to them the complete understanding information when participating in this study. This will be achieved by inform consent. The Researchers will distribute the questionnaires using Google form through sending links to respondent's *facebook messenger* after the agreement of taking the questionnaire. The Data will be collected electronically and will be counted before being subjected to statistical analysis using suitable statistical methods.

### *Research Instrument*

In order to collect data from respondents, we will be using most commonly research tools in quantitative research in this study. Allow programs to collect relevant data related to a research problem, designed for measuring their intended outcomes [14]. Researchers will collect, measure, and analyze data from study participants using a questionnaire, Google Forms through Online. The time span needed to complete an online survey project is on average two-thirds shorter than that of traditional research methods [15]. Researchers will create a questionnaire with series of questions, with this, it will collect personal information from respondents. In addition, the study's intention was to examine the analysis between Perception to Gift of Education Scholarship and the Perceived Performance of Scholar Students in Jose Maria College.

- provide details on the validation and utilization studies of each instrument. They include the purpose/variable measured, sample population, methodology, other instruments, items and questions and the source for the instrument [16].

*Ethical Considerations*

Respondents should participate on the basis of informed consent. The principle of informed consent involves researchers providing sufficient information and assurances about taking part to allow individuals to understand the implications of participation and to reach a fully informed, considered and freely given decision about whether or not to do so, without the exercise of any pressure or coercion [17]. Researchers made sure that they will keep their promise to the participants in the following:

The most prior of the study is to have the full consent of the respondents will be sought.

Their personal information of Respondents is out most important will never share to anyone outside or not related in this study to make sure their personal information will be in the state of protection.

The Researchers will assure to provide the kindness and respect will be delivered to everyone, especially to respondents.

The First and foremost important privacy and anonymity of the respondents are prioritized. The privacy of the participants will be assured.

**III. RESULTS AND DISCUSSIONS**

*Profile of the Respondents*

Below are the results of this study. Table 1 Shows the demographic profile of 50 respondents in terms of gender, Year level, Course/Program, and Age Group.

RQ1. What is the profile of the respondents in terms of:

- a) Age Group
- b) Gender
- c) Program (Course)?

Table 1. Profile of the Respondents

Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	15	30.0	30.0	30.0
Female	35	70.0	70.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Year Level				
	Frequency	Percent	Valid Percent	Cumulative Percent
First Year	5	10.0	10.0	10.0
Second Year	24	84.0	84.0	94.0
Third Year	1	2.0	2.0	96.0
Fourth Year	2	4.0	4.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Course/Program				
	Frequency	Percent	Valid Percent	Cumulative Percent
BS in Information Technology	5	10.0	10.0	10.0
BS in Criminology	16	32.0	32.0	42.0
BS in Accountancy	3	6.0	6.0	48.0
BS in Psychology	2	4.0	4.0	52.0
BS in Elementary Education	8	16.0	16.0	68.0
BS in Business Administration	10	20.0	20.0	88.0
BS in Civil Engineering	3	6.0	6.0	94.0
BS in Social Work	3	6.0	6.0	100.0
<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>	

Age Group				
	Frequency	Percent	Valid Percent	Cumulative Percent
18 – 25 years old	48	96.0	96.0	96.0
36 – 30	2	4.0	4.0	100.0

years old

<b>Total</b>	<b>50</b>	<b>100.0</b>	<b>100.0</b>
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In terms of Year Level, 1<sup>st</sup> year has 5 respondents, 2<sup>nd</sup> year has 42 respondents, 3<sup>rd</sup> year has 1 respondent and lastly 4<sup>th</sup> year has 2 respondents. The majority respondent in terms of age is 18 – 25 years old, with 48 respondent and most least is 26 – 30 years old with 2 respondents.

*Perception to Gift of Education Scholarship*

RQ2. What is the level of the perception to gift-of-education (GOE) scholarship among scholars in Jose Maria College?

Table 2 Shows the level of Perception to Gift of Education Scholarship among Scholars.

Table 2. The Level of The Perception To Gift-Of-Education (GoE) Scholarship Among Scholars

<b>Indicators</b>	$\bar{x}$	<b>SD</b>	<b>Description</b>
Perception To Gift-Of-Education	4.06	.838	High

<b>RANGE OF MEAN</b>	<b>DESCRIPTION INTERPRETATION</b>
1.00 – 1.80	VERY LOW
1.81 – 2.60	LOW
2.61 – 3.40	MODERATE
3.41 – 4.20	HIGH
4.21 – 5.00	VERY HIGH

The mean of Level of Perception to Gift-Of-Education is 4.06 with a standard deviation of 0.838. This means that the Level of Perception to Gift-Of-Education is High. This shows that Scholars has a high perception towards Gift of Education Scholarship. Approach refers to the Scholarship of teaching. It is not synonymous with excellent teaching. It requires a kind of “going meta,” in which faculty frame and systematically investigate questions related to student learning—the conditions under which it occurs, what it looks like, how to deepen it, and so forth—and do so with an eye not only to improving their own classroom but to advancing practice beyond it [19].

*Perceived Performance among Scholars*

RQ3. What is the level of the perceived performance among scholars in Jose Maria College?

Table 3 Shows the level of the Perceived Performance among Scholars.

Table 3. Is The Level of The Perceived Performance Among Scholars?

<b>Level of Perceived Academic Performance, n=50</b>			
<b>Indicators</b>	$\bar{x}$	<b>SD</b>	<b>Description</b>
Perceived Academic Performance	3.93	.754	High

<b>RANGE OF MEAN</b>	<b>DESCRIPTION INTERPRETATION</b>
1.00 – 1.80	VERY LOW
1.81 – 2.60	LOW
2.61 – 3.40	MODERATE
3.41 – 4.20	HIGH
4.21 – 5.00	VERY HIGH

The mean of Level of Perceived Academic Performance is 3.93 with a standard deviation of 0.754. This means that the Level of Perceived Academic Performance is High. It is shows that the awareness/perceived of academic performance of Scholars is high. The proper educational environment and resources coupled with meaningful learning opportunities are critical to students’ development and, therefore, their ability to succeed in the information age [20]. The academic performance involves factors such as the intellectual level, personality, motivation, skills, interests, study habits, self-esteem or the teacher-student relationship. When a gap between the academic performance and the student’s expected performance occurs, it refers to a diverging performance. An unsatisfactory academic performance is the one that is below the expected performance. Sometimes it can be related to teaching methods [21].

*Significant difference in the level of the Perception to gift of education scholarship in Interposing Variables*

RQ.4 Is there a significant difference in the level of the perception to gift-of-education (GOE) scholarship when group according to:

- a) Age Group
- b) Gender
- c) Program (Course)?

Table 4 shows the Significant Difference on The Perception to Gift-Of-Education When Analyzed According to Age, Gender and Program. The tool that was used to analyze the significant difference is ANOVA (Analysis of Variance).

Null Hypothesis: There is no Significant difference in the level of the perception to gift-of-education (GOE) scholarship when group according to Age, Gender and Program.

Table 4. Significant Difference on The Perception to Gift-Of-Education When Analyzed According to Age, Gender and Program

Test Variables	Level	Mean	Std. Deviation	F	Sig.	Decision
<b>Age Group</b>	18 - 25 years old	4.03	.840	1.657	.204	Accept HO
	26 - 30 years old	4.80	.283			
<b>Gender</b>	Male	3.93	.960	.522	.474	Accept HO
	Female	4.11	.788			
<b>Program</b>	BSIT	3.68	1.49	1.359	.248	Accept HO
	BSCrim	3.99	.951			
	BSA	4.30	.300			
	BSP	3.95	.495			
	BSEEd	4.21	.617			
	BSBA	4.40	.283			
	BSCE	2.97	.950			
BSSW	4.43	.058				

Since, p-values .204, .474, .248 > 0.05 then we do not reject the null hypothesis. Therefore, the null hypothesis is accepted that there is no significant difference on the perception to gift-of-education when analyzed according to scholar's age, gender, and program.

Significant difference in the level of the Perceived Academic Performance when group according to Age, Gender and Program.

RQ5. Is there a significant difference in the "level of the perceived academic performance when group according to:

- a) Age Group
- b) Gender
- c) Program (Course)?

Table 5 shows the Significant Difference on Perceived Performance among Scholars when Analyzed According to Age, Gender and Program. The tool that was used to analyze the significant difference is ANOVA (Analysis of Variance).

Null Hypothesis: There is no significant difference in the level of the perceived academic performance when group according to Age, Gender and Program.

Table 5. Significant Difference on Perceived Academic Performance among scholars When Analyzed According to Age, Gender and Program

Test Variables	Level	Mean	Std. Deviation	F	Sig.	Decision
<b>Age Group</b>	18 - 25 years old	4.03	.840	1.657	.204	Accept HO
	26 - 30 years old	4.80	.283			
<b>Gender</b>	Male	3.93	.960	.522	.474	Accept HO
	Female	4.11	.788			
<b>Program</b>	BSIT	3.68	1.49	1.359	.248	Accept HO
	BSCrim	3.99	.951			
	BSA	4.30	.300			
	BSP	3.95	.495			
	BSEEd	4.21	.617			
	BSBA	4.40	.283			
	BSCE	2.97	.950			
BSSW	4.43	.058				

Since, p-values .204, .961, .844 > 0.05 then we do not reject the null hypothesis. The Null hypothesis is accepted that there is no significant difference on the Perceived Academic Performance when analyzed according to scholar's age, gender, and program.

*Significant Relationship of Perception to Gift of Education Scholarship and the Perceived performance among Scholars.*

RQ.6 Is there a significant relationship of perception to gift-of education (GOE) scholarship and the perceived performance among scholars.

Table 6. Correlations Between Perception to Gift-Of Education (GoE) And the Perceived Academic Performance

Independent Variable	$\bar{x}$	SD	r-value	P-value
Perception to Gift-Of Education	4.0	.838	.854**	.000
Perceived Academic Performance	3.93	.754		

$r = .854^{**}$   
 $p - \text{value} = .000$   
 $**p < 0.00$   $*p < 0.05$

Table 6 shows the positive correlation between the *Perception to Gift-Of Education* and *Perceived Academic Performance*. Since,  $p$ -value is  $.000 < 0.05$ , then we reject the null hypothesis. There is a significant relationship between *Perception to Gift-Of Education* and *Perceived Academic Performance*. With this positive correlation, this implies that when the *Perception to Gift-Of Education* increases, the *Perceived Academic Performance* also increases. On the strength of relationship between variables, with the value of  $r = .854$ , it has a *Very Strong positive Relationship*. Students’ academic performance is affected by several factors which include students’ learning skills, parental background, peer influence, teachers’ quality, learning infrastructure among others. Government efforts to improve academic performance have led to series of interventions like scholarship, training of the lecturers, providing of infrastructure and so on [22].

**IV. CONCLUSIONS AND RECOMMENDATIONS**

*Conclusions*

The goal of the study was to look into the components and concepts that go into Perception to Gift of Education and how they connect to Perceived Academic Performance of Scholar Students.

The following were the hypotheses proposed in this study:

The Demographic profile, *table 1* of the study shows, there are total of 50 respondents with 15 male, 35 females. In terms of Year level, 2<sup>nd</sup> year has the most respondent in the study with majority 48 respondent in terms of group age 18 – 25 years old. The BS in Criminology has the most respondent with 16 respondents in terms of course/program. The second research question, the level of Perception to Gift of Education is high. The third research question, the level of Perceived Academic Performance is high. The significant difference in the “level of the Perception to Gift of Education and the level of the Perceived academic performance are accepted in null hypothesis. Furthermore, research question six shows that positive correlation between the *Perception to Gift-Of Education* and *Perceived Academic Performance*. Since,  $p$ -value is  $.000 < 0.05$  it is having a very strong positive relationship. Therefore, the researchers concluded that the correlation between the *Perception to Gift-Of Education* and *Perceived Academic Performance* has a *very strong positive relationship* on the two variables.

*Recommendations*

This study generated from the responses of the participants of this study. Researchers have a recommendation for Scholars who have been striving for their academic performance as a scholar and a positive recommendation for scholarship program. In all academic fields, there are scholars who contribute to the research literature at exceptionally high levels. The implications are as follows:

First, connect with your classmates for brainstorming and studying together, with this, you can pass informative information on each other. Having peer support system may help alleviate stress.

Second, Try to Seek for your instructor if you are having difficulty with your course work. Your

instructor is always there to help you, do not hesitate to ask.

Third, Use technology to your advantage especially time of pandemic. Set a time for yourself until when you should be studying, utilizing a daily planner to track due dates, assignments, events, quizzes etc. to avoid workloads and try to limit your social media. Do not be eager to use social media, academic always come first.

Lastly, maintain healthy lifestyle, eat balanced diet, and have a consistent sleep schedule. Get 8 – 10 hours sleep each night and try to get to bed early so you will not get late in your morning classes.

Academic scholarship is committed to revealing and nurturing the highest level of human potential. By bringing empathy, compassion, and energy to scholars. This will inspire scholars, find opportunity, and strive for excellence. The scholars are able to enhance their engagement and performance to their studies.

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