

Student Satisfaction on Scholarship Services and Its Relation to College Persistence in Private Higher Education Institution

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DOI: <https://doi.org/10.51244/IJRSI.2026.1307000203>

Received: 19 July 2026; Accepted: 24 July 2026; Published: 07 August 2026

ABSTRACT

This study assessed the relationship of scholarship services satisfaction and college persistence of scholarship recipients in a private higher education institution in Tagum City, Philippines. Hypotheses were developed from Tinto's Theory of Student Integration (1975) and Oliver's Expectancy-Disconfirmation Theory (1980) to indicate that students with more satisfaction with scholarship services will be more likely to persist in completing their college education. The study used a quantitative descriptive-correlational design. The respondents were 194 Academic and Athletic scholarship recipients, purposively selected. Data were collected using adapted and validated survey questionnaire. Scholarship service satisfaction included scholarship updates, staff assistance, organizational support, scholarship-related problem support, and benefits. College persistence included academic integration, social integration, support services satisfaction, degree commitment, institutional commitment, and academic conscientiousness. Statistical analyses such as mean, standard deviation, t-test, ANOVA and Pearson's correlation revealed high level of scholarship services satisfaction ($M=4.22$, $SD=0.727$) and high college persistence ($M=4.20$, $SD=0.792$). In addition, satisfaction with scholarship services was significantly positively related to college persistence ($r = 0.332$, $p < 0.001$). The findings suggest that developments in scholarship services could increase student commitment to degree programs while boosting student retention.

Keywords: scholarship services, student satisfaction, college persistence, private higher education institutions, Philippines.

INTRODUCTION

Higher education institutions recognize scholarship programs as essential in fostering access to education, equity and student retention. Despite the availability of financial assistance, many students remain dissatisfied with scholarship services due to delayed disbursements, limited financial coverage, and lack of transparency, which contribute to financial stress and increased dropout rates, particularly in private higher education institutions. Research has also demonstrated that scholarships enhance academic performance, persistence and graduation rates. However, inefficient scholarship management systems and limited institutional resources continue to impede effective service delivery.

In the Philippines, scholarship implementation is often plagued by decentralized processes, manual verification, fragmented communication and delayed distribution of financial aid. Such problems have been documented in a number of institutions and scholarship schemes including the Tertiary Education Subsidy (TES) and Tulong Dunong Program (TDP) which is in turn detrimental to students' satisfaction, academic standing and overall well-being. Financial assistance is a key support mechanism but the impact it was meant to have is being eroded through inefficiencies in service delivery.

While previous studies have emphasized the importance of financial aid in student retention, limited research has examined how students' satisfaction with scholarship services influences their college persistence, particularly in private higher education institutions. This study addresses this gap by investigating the relationship between scholarship services satisfaction and college persistence. Its findings aim to provide

evidence that can help institutions improve scholarship service quality, strengthen student retention, and support policies that promote educational equity and academic success.

Anent, this study explores the relationship between the scholarship services satisfaction and college persistence of students in Higher Private Institutions, which may hinder the development of effective support strategies for improving student retention.

1. What is the Demographic profile of the respondents in terms of:
 - 1.1 Sex;
 - 1.2 Age; and
 - 1.3 Field of Study?
2. What is the respondents' level of Satisfaction Towards Scholarship Services in terms of:
 - 2.1 Scholarship updates;
 - 2.2 Support to scholars' organization and activities;
 - 2.3 Scholarship staff assistance;
 - 2.4 Support to scholarship-related problems; and
 - 2.5 Scholarship benefits?
3. What is the respondents' level of College Persistence in terms of:
 - 3.1 Academic integration;
 - 3.2 Social integration;
 - 3.3 Support services satisfaction;
 - 3.4 Degree commitment;
 - 3.5 Institutional commitment; and
 - 3.6 Academic conscientiousness?
4. Is there a significant difference on the level of Satisfaction towards Scholarship Services of the private higher institutions by demographic profile?
5. Is there a significant difference on the level of College Persistence of the private higher institutions by demographic profile?
6. Is there a significant relationship between the level of Student Satisfaction on Scholarship Services and College Persistence of the private higher institutions?

REVIEW OF RELATED LITERATURE

Scholarship Services Satisfaction

Scholarship services satisfaction reflects students' perceptions of the quality and effectiveness of scholarship programs. Studies show that efficient scholarship services improve students' motivation, academic performance, and overall educational experience (Galvez & Ignacio, 2023; Smith & Anderson, 2022).

However, delays in processing, inadequate facilities, poor communication, and unfriendly staff reduce student satisfaction (Utami & Regita, 2023). High-quality services and accessible resources foster students' sense of belonging and academic success (Bueno, 2023).

College Persistence

College persistence refers to students' ability to continue and complete their studies. Research shows that financial aid, institutional support, and student services significantly improve retention and graduation rates (Shapiro et al., 2022; Anzelone et al., 2020). Programs that combine financial assistance with academic advising and student support are more effective in encouraging persistence than financial aid alone (Daugherty et al., 2020; Valentine & Price, 2023).

Persistence is influenced by several dimensions. Academic integration encourages students to adapt to the academic environment (Lakhal et al., 2020), while social integration strengthens students' sense of belonging and reduces dropout risk (Boyd et al., 2022). Support services satisfaction improves retention by addressing students' academic and personal needs (Cahyono et al., 2020).

Degree commitment reflects students' dedication to completing their programs despite challenges (Rodríguez-Izquierdo, 2020), whereas institutional commitment emphasizes the role of effective leadership and supportive learning environments (Hallinger, 2022). Finally, academic conscientiousness enables students to remain motivated, overcome obstacles, and successfully complete their education (Li et al., 2024).

Relationship Between Scholarship Services Satisfaction and College Persistence

Previous studies consistently indicate that students who are satisfied with scholarship services demonstrate greater motivation, stronger institutional commitment, and higher persistence toward degree completion. Accessible scholarship information, efficient service delivery, and adequate financial assistance encourage students to remain enrolled and achieve academic success (Galvez & Ignacio, 2023; Smith & Anderson, 2022; Shapiro et al., 2022). These findings suggest that improving scholarship services contributes to increased student retention and persistence in higher education institutions.

Theoretical Framework

This study was anchored on **Tinto's Theory of Student Integration (1975)**, which states that students are more likely to persist in college when they are academically and socially integrated into their institution. Institutional support services help strengthen students' sense of belonging, commitment, and motivation, reducing the likelihood of dropout.

In this study, scholarship services served as a form of institutional support that promoted students' academic engagement and connection to the institution. When scholars were satisfied with the financial assistance, information, and support they received, they were more likely to remain committed to their studies and continue their education.

The study was also supported by **Oliver's Expectancy-Disconfirmation Theory (1980)**, which explains that satisfaction occurs when services meet or exceed expectations. Applied to scholarship programs, students become more satisfied when scholarship benefits and services fulfill their needs and expectations. Together, these theories suggest that effective scholarship services enhance student satisfaction, which in turn strengthens college persistence.

Conceptual Framework

The Figure 1 illustrates the relationship between scholarship services satisfaction and college persistence among students in private higher institutions. The independent variable, scholarship services satisfaction includes five dimensions, namely, scholarship updates, scholarship scholars' organization and activities, scholarship staff assistance, support to scholarship-related problems, and scholarship benefits. These

dimensions collectively assess students' overall satisfaction with the quality and effectiveness of scholarship services provided by the institution.

The dependent variable, college persistence, encompasses six dimensions, the academic integration, social integration, support services satisfaction, degree commitment, institutional commitment, and academic conscientiousness. Collectively, these dimensions reflect the factors that influence students' persistence toward degree completion.

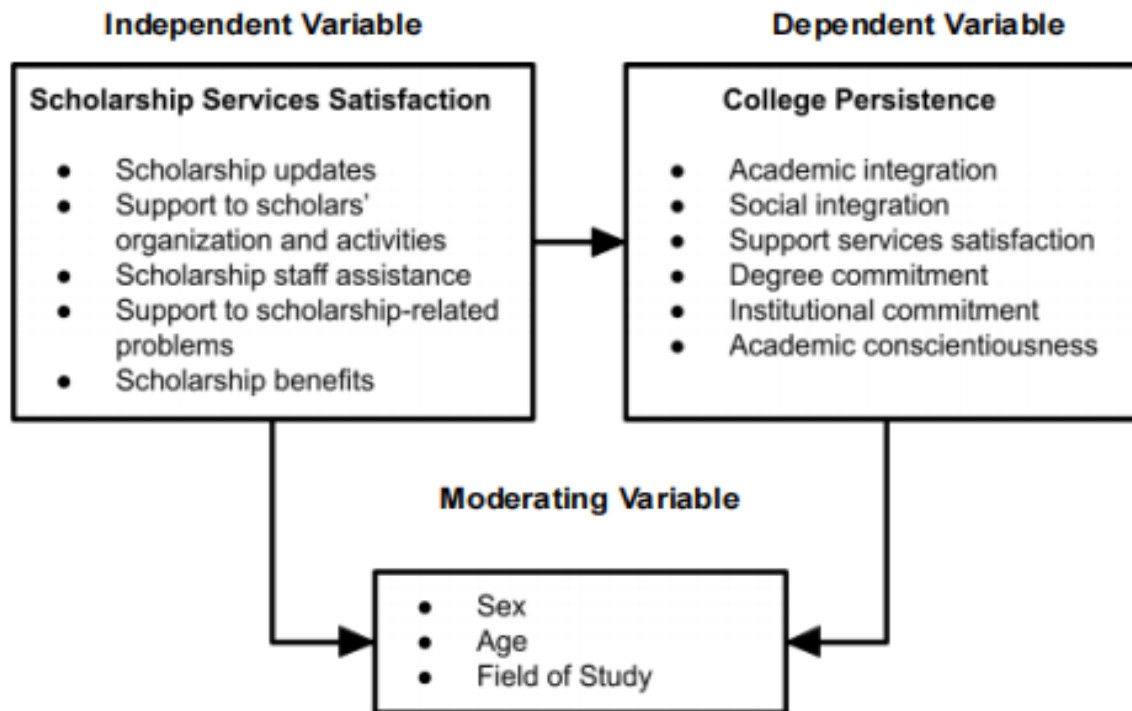


Figure 1. Conceptual Framework of The Study

Limitations of the Study

This study has several limitations. First, the respondents were drawn from only one private higher education institution using purposive sampling, which may limit the generalizability of the findings to other educational settings. Second, the cross-sectional descriptive-correlational design only established associations between variables and did not determine causal relationships. These limitations should be considered when interpreting the results.

METHODOLOGY

This section covers the study methodology, including the research design, research respondents and locale, materials and instrument, and ethical considerations addressed by the researchers.

Research Design

This study employed a quantitative descriptive-correlational research design. Quantitative research involves collecting and analyzing numerical data to examine relationships among variables and draw objective conclusions (Rana et al., 2021). In this study, it was used to measure the levels of scholarship services satisfaction and college persistence among scholarship recipients. The descriptive design was used to determine the levels of the two variables, while the correlational design examined the relationship between scholarship services satisfaction and college persistence without implying causation (Sirisilla, 2023; Sreekumar, 2024). This design was appropriate for determining whether students' satisfaction with scholarship services was significantly associated with their persistence in college.

Research Respondents and Locale

This study was conducted at a private higher education institution in Tagum City, Davao del Norte, Philippines. The institution was selected because it offers various scholarship programs, including Academic and Athletic scholarships, and has a considerable number of scholarship recipients, making it an appropriate setting for examining scholarship services satisfaction and college persistence.

The respondents were undergraduate Academic and Athletic scholarship recipients. Using Slovin's formula, a population of 374 scholars with a 0.05 margin of error yielded a required sample size of 194 respondents. Purposive sampling was employed to select students who were currently enrolled, officially recognized as scholarship recipients, and had availed of the institution's scholarship services for at least one semester.

Respondents were required to voluntarily participate by signing an informed consent form. Students who were not official scholarship recipients, had not yet received scholarship benefits, were graduates, transferees, on leave of absence, or declined participation were excluded from the study. Incomplete questionnaires were likewise excluded from the analysis. Participants were informed of their right to withdraw from the study at any time without penalty, and any withdrawn data were excluded from the analysis to ensure ethical compliance and research integrity.

Materials and Instrument

The study utilized adapted and expert-validated questionnaires to measure the variables. The first set assessed scholarship services satisfaction, it was measured from Banayo et al. (2023) survey questionnaire, consisting of 16 items rated on a five-point Likert scale. Meanwhile, college persistence was assessed using an adapted questionnaire developed by Davidson et al. (2009), which measured six dimensions: academic integration, social integration, support services satisfaction, degree commitment, institutional commitment, and academic conscientiousness.

Data Collection

A letter requesting permission to conduct the study was submitted to the School Administrator of Arriesgado College Foundation, Inc. After approval and Research Ethics Committee (REC) clearance were obtained, respondents were invited to participate and asked to sign an informed consent form. The survey was administered face-to-face to ensure respondents understood the questionnaire, address their concerns, and improve the response rate.

Statistical Treatment

Frequency was used to describe the respondents' demographic profile. Mean and Standard Deviation determined the level and variability of Scholarship Services Satisfaction and College Persistence. Independent Samples t-test and ANOVA were used to determine significant differences in the variables when grouped according to respondents' demographic characteristics. Finally, Pearson's r was employed to determine the significant relationship between Scholarship Services Satisfaction and College Persistence.

Ethical Considerations

The researchers ensured that all ethical standards were rigorously followed throughout the research process. Participation was entirely voluntary, and respondents were free to withdraw at any time without consequence. Privacy and confidentiality were maintained by safeguarding all collected data and restricting access to authorized researchers.

Prior to data collection, participants provided informed consent, ensuring they fully understood the study's purpose and their rights. The study additionally upheld academic integrity standards by avoiding plagiarism, fabrication, and falsification. All data and findings were presented with integrity and transparently, ensuring the credibility and ethical soundness of the research and to the researchers as well.

RESULTS AND DISCUSSION

This section presented and discussed the findings and results from the data gathered. The content was sequenced as follows: the demographic profile of the respondents, the level of satisfaction toward scholarship services, and the level of college persistence. It also examined the differences in satisfaction and persistence when respondents were grouped according to demographic variables, as well as the relationship between student satisfaction on scholarship services and college persistence.

Table 1 Frequency table of the Demographic profile of the respondents

Class Interval	Frequency	Percent
1.1. Sex		
Male	82	42.27%
Female	112	57.73%
TOTAL	194	100%
1.2. Age		
17-19 years old	89	45.88%
20-22 years old	88	45.36%
23-25 years old	16	8.25%
26 years old and above	1	0.51%
TOTAL	194	100%
1.3. Field of Study		
Accountancy and Business	106	54.64%
Tourism and Hospitality Management	7	3.61%
Teacher Education	33	17.01%
Criminal Justice	22	11.34%
Information Technology and Computer Science	18	9.28%
Social Science (BSPsych)	8	4.12%
TOTAL	194	100%

Table 1 presents the demographic profile of the respondents in terms of sex, age, and field of study. In terms of age, the respondents were predominantly within the traditional college-age range. Of the 194 scholarship student respondents, 89 (45.88%) were aged 17–19 years, while 88 (45.36%) were aged 20–22 years. Meanwhile, 16 respondents (8.25%) belonged to the 23–25 years age group, and only 1 respondent (0.51%) was 26 years old and above. These findings indicate that the scholarship recipients were primarily young undergraduate students, reflecting the typical age distribution of college enrollees.

With respect to field of study, the largest proportion of respondents came from the Accountancy and Business programs, with 106 respondents (54.64%). This was followed by Teacher Education with 33 respondents (17.01%), Criminal Justice with 22 respondents (11.34%), and Information Technology and Computer Science with 18 respondents (9.28%). In addition, 8 respondents (4.12%) were enrolled in Social Science (BS Psychology), while 7 respondents (3.61%) were from Tourism and Hospitality Management. The distribution suggests that scholarship recipients represented a variety of academic disciplines, although more than half were enrolled in business-related programs.

Presented in Table 2, the respondents' level of satisfaction with scholarship services in a private higher education institution. The results revealed an overall mean of 4.22 (SD = 0.727), indicating a high level of satisfaction. This suggests that the respondents were generally pleased with the scholarship services provided, including scholarship updates, scholars' organization and activities, staff assistance, support for scholarship-related concerns, and scholarship benefits.

The findings are consistent with Smith and Anderson (2022), who reported that satisfaction with scholarship services enhances students' motivation and educational experience through reliable institutional support. Likewise, Galvez and Ignacio (2023) emphasized that quality scholarship services strengthen students' trust in higher education institutions. Furthermore, Moores and Burgess (2022) found that timely scholarship benefits improve student satisfaction and retention, while Smith and Walker (2022) highlighted that responsive scholarship personnel positively influence scholars' perceptions of institutional support.

Table 2 Level of Satisfaction towards Scholarship Services among the respondents

Indicators/Statements	Mean	SD	Descriptive Equivalent
2.1. Scholarship updates			
1. The quality and completeness of information received from the official Facebook group regarding scholarship announcements and concerns.	4.30	0.715	High
2. The frequency of updates provided through the official group chat about scholarship-related information.	4.13	0.729	High
3. The timeliness of scholarship updates communicated by the school coordinator.	4.09	0.819	High
Category Mean	4.17	0.754	High
2.2. Support to scholars' organization and activities			
1. The programs implemented by the school (regional or school-based) that strengthen scholars' academic knowledge and development.	4.23	0.683	High
2. The seminars and training sessions organized by the school that enhance scholars' skills and competencies.	4.14	0.766	High
3. The activities initiated by the school that promote camaraderie and engagement among scholars.	4.17	0.737	High
Category Mean	4.18	0.729	High
2.3. Scholarship staff assistance			
1. The approachability and professionalism of the regional or school-based staff when addressing scholarship concerns.	4.20	0.715	High

2. The timeliness of responses from the regional or school-based by the school staff when handling scholarship related inquiries.	4.16	0.732	High
3. The usefulness and effectiveness of the assistance provided by the school staff or coordinators in resolving scholarship-related issues.	4.20	0.724	High
Category Mean	4.19	0.724	High
2.4. Support to scholarship-related problems			
1. The assistance provided by the school coordinators (regional or school-based) when encountering problems with scholarship requirements.	4.16	0.713	High
2. The responsiveness of the school coordinators (regional or school-based) when addressing issues related to the scholarship stipend.	4.14	0.724	High
3. The effectiveness of the solutions offered by the school coordinators (regional or school-based) when handling scholarship-related problems.	4.19	0.748	High
Category Mean	4.16	0.728	High
2.5. Scholarship benefits			
1. The benefits received by the school as part of the scholarship program.	4.45	0.660	High
2. The amount of financial assistance provided by the school to support scholars' academic needs.	4.44	0.690	High
3. The timeliness of the release of the school financial assistance.	4.26	0.724	High
4. The usefulness of the school scholarship benefits in supporting scholars' undergraduate studies.	4.37	0.723	High
Category Mean	4.38	0.699	High
Overall Mean	4.22	0.727	High

Based on the findings of the study, the respondents reported a high level of satisfaction with scholarship updates ($M = 4.17$), indicating that the information provided was timely, accurate, and accessible. This finding supports Raaper et al. (2022) and Akbar et al. (2023), who emphasized that effective scholarship communication enhances students' trust and academic planning. Moreover, support to scholars' organizations and activities also received a high satisfaction rating ($M = 4.18$). This suggests that institution-supported activities fostered students' engagement and sense of belonging, consistent with the findings of Castillo et al. (2020), Ginosyan et al. (2020), and Nassar et al. (2025).

Likewise, the respondents were highly satisfied with scholarship staff assistance ($M = 4.19$), reflecting positive perceptions of staff responsiveness and professionalism. This finding aligns with Smith and Walker (2022), who noted that supportive scholarship personnel contribute to a positive scholar experience. Similarly, support for scholarship-related problems obtained a high satisfaction rating ($M = 4.16$), indicating that scholarship

concerns were addressed effectively. This contrasts with the findings of Romero (2020) and Irene and Greif (2022), who reported delays and inefficiencies in scholarship services.

Among all indicators, scholarship benefits received the highest satisfaction rating ($M = 4.38$), suggesting that respondents highly valued the adequacy and timeliness of the financial assistance. This finding supports Moores and Burgess (2022) and Arancibia Padilla and Coca Párraga (2024), who emphasized that scholarship benefits reduce financial burden and promote student persistence.

Table 3 shows that the respondents had a high level of college persistence ($M = 4.20$, $SD = 0.792$), indicating strong commitment to completing their college education. This suggests that the institution provides adequate academic and social support, consistent with Tinto's (1975) Theory of Student Integration and the findings of Shapiro et al. (2022). Among the indicators, academic integration obtained the highest mean ($M = 4.26$), indicating that positive academic experiences contributed to students' persistence, as supported by Lakhal et al. (2020), Camacho (2021), and Schaeper (2020).

Table 3 Level of college persistence among the respondents

Indicators/Statements	Mean	SD	Descriptive Equivalent
3.1. Academic integration			
1. I understand the thinking of my instructors when they lecture or ask students to answer questions in class.	4.33	0.662	High
2. I am satisfied with the extent of my intellectual growth and interest in ideas since coming here.	4.27	0.707	High
3. I am satisfied with the quality of instruction I am receiving here.	4.33	0.709	High
4. I feel the concern that the faculty here shows on my intellectual growth.	4.20	0.717	High
5. I am interested in the things that are being said during class discussions.	4.23	0.729	High
6. I see a connection between what I am learning here and my future career possibilities.	4.30	0.722	High
7. I believe that my instructors impose reasonable requirements on students.	4.25	0.706	High
8. I am satisfied with the amount of interaction that I have with the faculty.	4.17	0.753	High
Category Mean	4.26	0.713	High
3.2. Social integration			
1. I have interpersonal relationships with other students which had an impact on my personal growth, attitudes, and values.	4.30	0.724	High
2. I have interpersonal relationships with other students which had an impact on my intellectual growth and interest in ideas.	4.24	0.747	High
3. I have a strong sense of connectedness with others faculty, students, and staff on this campus.	4.09	0.725	High

4. I have a lot in common with the other students here.	4.07	0.821	High
5. I am satisfied with my overall social life here including friendships, college organizations, and extracurricular activities.	4.23	0.755	High
6. I have my closest friends here with me in college.	4.24	0.818	High
7. I enjoy being with other students here.	4.21	0.747	High
8. I wear my college uniform with the university's emblems.	4.44	0.712	High
Category Mean	4.23	0.756	High

3.3. Support services satisfaction

1. I am satisfied with the academic advisement I receive here.	4.30	0.685	High
2. I am satisfied with the way the institution communicates academic rules, course requirements, campus news and events, extracurricular activities, and financial aid and scholarship opportunities to students.	4.22	0.671	High
3. I can easily get answers to my questions about things related to your education here.	4.03	0.730	High
4. I am satisfied with the amount of input I can have on matters such as course offerings, rules and regulations, and registration procedures.	4.06	0.731	High
5. I am satisfied with the way the university meets my needs which are different from the majority of students here.	4.11	0.701	High
6. I feel that students are handled fairly in here.	4.12	0.849	High
Category Mean	4.14	0.728	High

3.4. Degree commitment

1. I have friends and family who would be disappointed if I quit school.	4.40	0.809	High
2. At this moment in time, I am certain that I will earn a college degree.	4.34	0.724	High
3. At this moment in time, I have strong commitment to earn a college degree, here or elsewhere.	4.38	0.697	High
4. I have a strong intention to persist in my pursuit of the degree, here or elsewhere.	4.37	0.716	High
5. I have a supportive family in my pursuit of a college degree, in terms of their encouragement and expectations.	4.46	0.720	High
Category Mean	4.39	0.733	High

3.5. Institutional commitment

1. I am likely to earn a degree from here. I am confident that this is the right	4.38	0.733	High
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university for me.			
2. I am confident that this is the right university for me.	4.33	0.729	High
3. I am likely to re-enroll here next semester.	4.39	0.748	High
4. I have given enough thought to stopping my education here, perhaps transferring to another college, going to work, or leaving for other reasons.	4.04	0.989	High
Category Mean	4.29	0.800	High
3.6. Academic conscientiousness			
1. I miss class for reasons other than illness or participation in school sponsored activities.	3.98	0.981	High
2. I turn in assignments past the due date.	3.90	1.036	High
3. I am disinterested in academic work and do as little as possible.	3.83	1.051	High
Category Mean	3.90	1.023	High
Overall Mean	4.20	0.792	High

The results revealed that the respondents demonstrated a high level of social integration ($M = 4.23$) and support services satisfaction ($M = 4.14$), indicating strong peer relationships, a sense of belonging, and satisfaction with the institutional support provided. These findings are consistent with Abdul-Rahaman et al. (2023), Boyd et al. (2022), Cahyono et al. (2020), and Okpych et al. (2020), who emphasized that social connectedness and quality support services enhance student persistence.

Among the indicators, degree commitment obtained the highest mean ($M = 4.39$), followed by institutional commitment ($M = 4.29$). These results suggest that respondents were highly motivated to complete their degree and remain enrolled in the institution. This supports the findings of Scott-Clayton and Schudde (2020) and Daniels et al. (2020), who highlighted that financial assistance and positive institutional experiences strengthen students' commitment to their education.

Although academic conscientiousness recorded the lowest mean ($M = 3.90$), it was still interpreted as high, indicating that respondents remained committed despite academic challenges. Consistent with Kong (2023) and Li et al. (2024), the findings suggest that institutional support and scholarship assistance contribute to sustaining students' persistence, supporting Tinto's (1975) Theory of Student Integration that academically and socially integrated students are more likely to complete their studies.

Table 4 presents the summary of the differences in the level of satisfaction with scholarship services of private higher education institutions when respondents are grouped according to their demographic profile.

Table 4 Summary of the differences in the Level of Satisfaction on Scholarship Services of Private Higher Education Institutions by Demographic Profile

Independent Variable	Grouping Variable	p-value (0.05 level of significance)	Decision	Interpretation
Satisfaction towards Scholarship Services	Sex	0.345	Failed to reject H_0	Not significant
	Age	0.180	Failed to reject H_0	Not significant
	Field of Study	0.070	Failed to reject H_0	Not significant

It was showed in Table 4 the test of differences in students' satisfaction with scholarship services when grouped according to sex, age, and field of study. The results revealed that the p-values for sex (0.345), age (0.180), and field of study (0.070) were all greater than the 0.05 level of significance. Thus, the null hypothesis was not rejected, indicating no significant differences in students' satisfaction across the three demographic variables. These findings suggest that scholarship services were perceived similarly by the respondents regardless of their demographic characteristics. This implies that the institution consistently delivered scholarship services to all scholars, resulting in comparable levels of satisfaction.

Moreover, the findings are consistent with Ashraf et al. (2024), who emphasized that service quality is a stronger predictor of student satisfaction than demographic characteristics. Likewise, Abd Rahman and Ilias (2024) noted that when institutional services are effectively delivered, students tend to report similar levels of satisfaction despite differences in personal backgrounds.

Table 5 Summary of the differences in the College Persistence of Students from Private Higher Education Institutions by Demographic Profile

Independent Variable	Grouping Variable	p-value (0.05 level of significance)	Decision	Interpretation
Satisfaction towards Scholarship Services	Sex	0.763	Failed to reject Ho	Not significant
	Age	0.160	Failed to reject Ho	Not significant
	Field of Study	0.080	Failed to reject Ho	Not significant

It was presented in Table 5, the summary of the differences in college persistence when respondents were grouped according to sex, age, and field of study. The results revealed no significant differences across all demographic variables, as the p-values for sex (0.763), age (0.160), and field of study (0.080) were all greater than the 0.05 level of significance. Thus, the null hypothesis was not rejected, indicating that college persistence was comparable regardless of the respondents' demographic profile.

The findings support Tinto's (1975) Theory of Student Integration, which emphasizes that persistence is influenced more by academic and social integration than by demographic characteristics. Similarly, Shapiro et al. (2022) and Dela Cruz et al. (2024) reported that equitable institutional support contributes to comparable levels of college persistence across different student groups.

Table 6 Relationship between the level of student satisfaction on scholarship services and college persistence of the private higher institutions

Independent Variable 1	Dependent Variable	r-value	r ²	p-value	Decision
Student satisfaction on scholarship services	College Persistence of students	0.332	0.1102	<0.001	Significant

*p<0.05

The analysis revealed a moderate positive and significant relationship between satisfaction with scholarship services and college persistence ($r = 0.332$, $r^2 = 0.1102$, $p < 0.001$), indicating that higher satisfaction was associated with greater college persistence. Although scholarship service satisfaction explained 11.02% of the variance in persistence, it remained a significant predictor of student retention. This finding supports Tinto's (1975) Theory of Student Integration, which highlights the importance of institutional support in promoting persistence. Likewise, Moores and Burgess (2022) and Galvez and Ignacio (2023) emphasized that quality scholarship services and financial assistance strengthen students' commitment and continued enrollment.

CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the study, the conclusion based from the results and also the recommendations on the future study that could be done in connection with this study

Conclusion

This study examined the level of satisfaction with scholarship services and its relationship with college persistence among 194 scholarship students in a private higher education institution in Tagum City. It assessed the respondents' demographic profile, level of satisfaction with scholarship services, level of college persistence, differences across demographic groups, and the relationship between the two variables.

The findings revealed that the respondents were predominantly young undergraduate students enrolled in business-related programs. Overall, they reported a high level of satisfaction with scholarship services, with scholarship benefits receiving the highest rating. Likewise, the respondents demonstrated a high level of college persistence, indicating strong academic engagement and commitment to completing their studies.

The study further found no significant differences in scholarship services satisfaction and college persistence when respondents were grouped according to sex, age, and field of study, suggesting that these were consistently experienced across demographic groups. Moreover, a significant positive relationship was found between scholarship services satisfaction and college persistence, indicating that students who were more satisfied with scholarship services were more likely to persist in their studies.

The findings are consistent with Tinto's Theory of Student Integration (1975) and Oliver's Expectancy-Disconfirmation Theory (1980), which served as the theoretical foundations of the study. The results demonstrate that students who were highly satisfied with scholarship services also exhibited a high level of college persistence, confirming the relevance of these theories in explaining the relationship between the study variables.

Recommendation

Based on the findings of the study, several recommendations are proposed to enhance scholarship services and strengthen college persistence in private higher education institutions. First, since scholarship benefits emerged as the lowest aspect of scholarship services satisfaction, it is recommended that scholarship administrators and partner agencies should reassess the adequacy and scope of existing scholarship benefits. This may include increasing financial assistance, expanding coverage to address essential academic and living expenses, and ensuring the timely and consistent release of allowances.

Second, considering that academic conscientiousness obtained the lowest mean among the aspects of college persistence, students should actively strengthen their study habits, time management, and self-discipline to sustain their academic performance and commitment to their degree programs.

Third, institutional administrators may consider strengthening student engagement initiatives, such as academic mentoring, leadership programs, and scholar support groups, to further promote academic and social integration. Enhancing digital systems for scholarship management may also help streamline communication and documentation processes.

Fourth, scholarship recipients are encouraged to actively participate in institutional programs, seminars, and academic activities provided by the institution. By maximizing the benefits and support services available to them, scholars can further strengthen their academic commitment and persistence toward degree completion.

Fifth, faculty members, academic advisers, and student support units may provide structured academic mentoring, progress monitoring, and skills-development activities to guide students in improving their academic responsibility and consistency.

Finally, Future researchers are encouraged to replicate this study across multiple higher education institutions using probability sampling techniques to improve the generalizability of the findings. Longitudinal and mixed-method research designs are also recommended to examine changes in student satisfaction and persistence over time, provide deeper insights into students' experiences, and better explore potential causal relationships between scholarship services and college persistence. Future studies may likewise include additional variables such as academic motivation, financial well-being, institutional support, and family involvement to explain the remaining variation in college persistence.

ACKNOWLEDGMENT

The authors extend their heartfelt gratitude to the Administration of Arriesgado College Foundation, Inc., particularly the Research Director and the Research Office staff, for granting permission to conduct this study and for their invaluable guidance and support throughout the research process. The authors also express their sincere appreciation to the Dean of the Bachelor of Science in Business Administration (BSBA), Dr. Evangeline M. Mepico, and to the members of the panel of experts, Dr. Philip L. Brobio, Dr. Rosemarie Nequinto, and Dr. Zadrack B. Fiel—for their constructive comments, insightful recommendations, and valuable expertise during the proposal and final defense. The authors likewise extend their gratitude to the private higher education institution in Tagum City, Davao del Norte, for their cooperation and assistance in facilitating the conduct of this study. Most importantly, the authors sincerely thank the scholarship student respondents for their time, cooperation, and willingness to participate in the study. Their valuable responses and support made this research possible.

AI Acknowledgment

The authors acknowledge the use of ChatGPT by OpenAI to enhance grammar, improve sentence structure, and organize sections for clarity and academic tone. Moreover, the authors of this study confirm as the sole authors of this article and take full responsibility for its content.

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