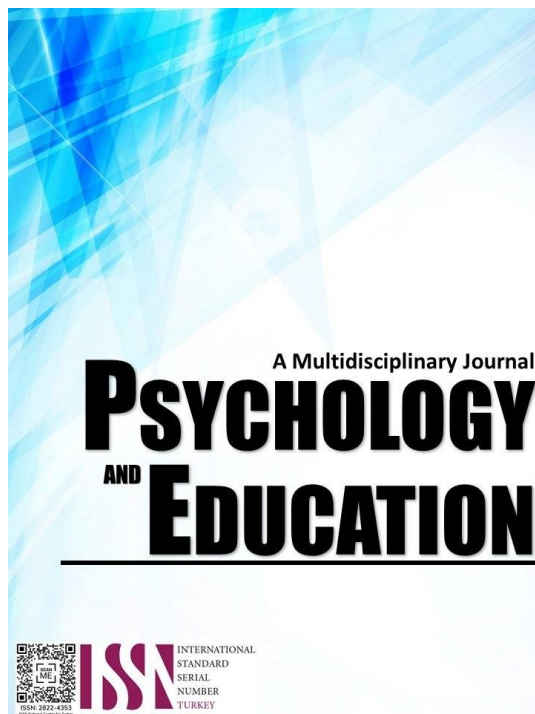


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Satisfaction, Motivation, and Access to Quality Education in City Scholarship Program

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Abstract

This study evaluated the experience of scholarship recipients in terms of satisfaction, motivation, and access to quality education. It examined the impact of the City Scholarship Program on student's academic performance, engagement, and aspirations while identifying challenges such as financial constraints, financial support, and access to learning resources. By analyzing these factors, the study provided insights into the program's effectiveness and offers recommendations for improvement. Descriptive-correlational and causal research designs were employed was employed, utilizing questionnaires to gather data. This approach aimed to identify relationships between key variables and establishing direct causation. The study focused on LDCU's City Scholars, assessing how the program influenced their academic experiences, access to resources and overall satisfaction. Data were collected from scholars across various year levels and programs to evaluate the program's impact on their academic careers. The findings of this study will help the university refine scholarship policies, enhance student support systems, and improve demic resources, ultimately contributing to higher retention and success rates. Additionally, it reinforces the university's commitment to providing accessible and high-quality education. This study proposes the LDCU Scholar Support & Development Program (SSDP) to enhance the scholarship initiative. The program includes Enhanced Financial Assistance to better support scholars' expenses, Academic Mentorship & Tutoring for improved performance, and a Career Development Initiative offering guidance and internships. It also features a Learning Resource Enhancement Project for better access to educational materials, Mental Health Support through counseling and wellness activities, and a Scholarship Performance Monitoring System to track academic progress. These initiatives aim to strengthen scholar support, ensuring academic success and overall development.

Keywords: *scholarship, satisfaction, motivation, quality education, scholarship program*

Introduction

A 2024 article from Time.com emphasizes that "education is vital for both individual and societal development, providing essential knowledge, skills, and fostering critical thinking, creativity, and problem-solving abilities. Education is a cornerstone of society and individual development, laying the groundwork for economic stability, social mobility, and personal fulfillment. Education empowers individuals with critical thinking and problem-solving skills, fostering personal growth and driving societal progress (Insight Tribune, 2023). This study examines the impact of the City Scholarship Program on student satisfaction, motivation, and access to quality education, highlighting its role in academic performance, engagement, and future aspirations. It equips individuals with the knowledge, skills, and competencies necessary to navigate and contribute to an increasingly complex world. As educational institutions work to improve learning outcomes, several scholarship programs have been developed to help students financially and intellectually. Education has been recognized as a crucial investment for both personal empowerment and employment opportunities. Heath (2017), emphasized that education equips individuals with essential skills and competencies that are vital for success in a competitive job market. It aimed to cultivate critical thinking, foster the development of ethical frameworks, and promote social integration by imparting accumulated knowledge, culture, and skills across generations. Education also encompasses informal settings where lifelong learning occurs, driven by personal experiences, social interaction, and self-directed inquiry. Scholarship programs have been found to significantly reduce financial barriers for students, increasing their access to higher education and improving both retention and graduation rates (Brown & Taylor, 2018). Scholarships play a significant role in enhancing students' motivation and overall satisfaction with their academic experience. Many students report increased commitment to their studies due to the financial security provided by these scholarships, contributing to improved academic performance (Smith & Anderson, 2021).

The City Scholarship Program is one such project that tries to reduce financial concerns while also promoting academic success among college students. In this context, access to quality higher education becomes imperative for fostering economic growth, reducing inequality, and promoting social cohesion. The City Scholarship Program aims to provide financial assistance to students from low-income families, ensuring access to higher education. Studies show that recipients of city-sponsored scholarships often experience higher levels of academic engagement and satisfaction, as the program alleviates financial pressures and encourages continued academic pursuit (Martinez, 2020). City scholarships often cover tuition fees, which can significantly ease the financial burden on students and their families.

Research Questions

The study will examine the demographic profile of students in terms of age, gender, course and year, family income, and parents' educational background. It will also assess the level of student satisfaction with the City Scholarship Program, focusing on the availability, quality, accessibility of resources, support services, and the diversity within the program. Additionally, the study will

evaluate the level of student motivation, considering academic performance criteria, financial support, professional growth, and personal growth. It will further investigate the level of students' access to quality education within the program. The study will also explore whether there is a significant relationship between students' access to quality education, satisfaction, and motivation. Finally, it will identify the factors that influence students' access to quality education and how these factors affect the overall success of the City Scholarship Program.

Methodology

Research Design

The study utilized descriptive correlational and causal research designs, employing questionnaires to analyze relationships between variables without establishing causality. This approach, as noted by Katzukob (2020), helped identify patterns and associations in data.

The research examined student satisfaction with the City Scholarship Program, focusing on access to educational resources, quality, support services, and diversity. It also explored the scholarship's influence on academic performance, financial need criteria, and personal growth.

A causal design was used to assess the program's impact on students' satisfaction and motivation regarding quality education. By comparing city scholars with non-scholars, the study evaluated whether financial support improved educational experiences. Quantitative data were collected through surveys, and regression analysis was conducted to determine the strength of relationships between variables, offering insights for scholarship program improvements.

Respondents

Liceo de Cagayan University had 301 City Scholars across various undergraduate programs: 142 in Business and Management, 88 in Arts and Sciences, 11 in Criminal Justice, 17 in Education, and 43 in other courses. This diverse group reflected the university's commitment to quality education.

The sample size was determined using Slovin's formula (Galero-Tejero, 2011), resulting in 308 participants. Proportionate stratified random sampling was applied, ensuring representation from each program. The method, based on Hayes & Westfall (2020) and modified, divided the sample proportionally across strata, yielding a total sample size of 301.

Instrument

Data were collected using a self-made questionnaire with 301 items on a 5-point Likert Scale (Likert, 1932), ranging from "Strongly Agree" (5) to "Strongly Disagree" (1). It assessed scholarship satisfaction based on resource availability, quality, accessibility, support services, and diversity (15 items). Student motivation was measured in terms of academic performance, financial need, and professional and personal growth (15 items). The questionnaire also evaluated access to quality education, overall scholarship satisfaction, and factors influencing access to education.

Procedure

To ensure that everyone followed the research protocol, the researcher administered the research equipment. A letter of request was written to the Dean of Liceo de Cagayan University's School of Business, Management, and Accounting, requesting permission to administer the research instrument to graduate students. A consent letter and informed consent form were delivered to the respondents together with the research instrument, confirming their voluntary participation in the study and completion of the survey. The distribution of research equipment, instructions, and retrieval was scheduled a few weeks after approval.

An online recorded orientation was presented in the Google Classroom for responders only, to correctly follow the guidelines, including answering the surveys. The data was then evaluated and interpreted using the proper statistical techniques.

Data Analysis

To analyze and interpret the collected data, various statistical tools were employed. In my problem number 1, the demographic profile of students was analyzed using frequency and percentage to summarize age, gender, course and year, family income, and parents' educational background. This method provided a clear distribution of respondents, highlighting age groups, gender representation, academic diversity, economic status, and parental education levels. The analysis offered insights into the backgrounds of scholarship beneficiaries and their socioeconomic conditions. For addressing research problems 2, 3 and 4, descriptive statistics, including mean and standard deviation, were used to summarize data and assess the level of satisfaction and motivation in terms of academic performance, financial support, personal and professional growth. And also, assess the level of students access to quality education

For Problem 5, which examined the relationship between access to quality education, satisfaction, and motivation of students in the scholarship program, Pearson correlation analysis was applied to determine the strength and direction of their association. Access to quality education refers to students' ability to obtain high-standard resources and learning opportunities. Satisfaction measures their contentment with financial support, academic resources, and overall experience. Motivation assesses how the scholarship influences their academic performance, career goals, and engagement. A significant relationship determines whether a meaningful connection

exists between access to quality education and students' satisfaction and motivation, providing insights into how scholarship programs impact students' academic success and overall well-being.

In addressing problem 6, which examined the factors influencing students' access to quality education, multiple regression analysis was applied to identify the extent to which various independent variables contributed to access. This statistical tool determined the strength and significance of multiple predictors, such as financial support, academic resources, institutional support, and personal motivation, in shaping students' ability to obtain quality education. By analyzing the combined effect of these factors, the study provided insights into the key determinants that enhance or hinder students' educational opportunities within the scholarship program.

Results and Discussion

This study examined under the level of student satisfaction that student was most satisfied with Diversity ($M=4.50$, $SD=0.65$), followed by Support Services ($M=4.44$, $SD=0.696$) and Accessibility of Resources ($M=4.43$, $SD=0.704$). Quality of Resources ($M=4.31$, $SD=0.771$) and Availability of Resources ($M=4.30$, $SD=0.77$) received slightly lower ratings, indicating areas for improvement. The overall mean score of $M=4.40$, $SD=0.718$ suggests a high level of satisfaction, though response variations imply differing student experiences. These findings highlight the program's strengths while emphasizing the need to enhance resource quality and availability.

Sub-variables	Mean	SD	Description	Interpretation
Availability of resources	4.30	0.77	Agree	Highly Satisfied
Quality of resources	4.31	0.771	Agree	Highly Satisfied
Accessibility of resources	4.43	0.704	Agree	Highly Satisfied
Support services	4.44	0.696	Agree	Highly Satisfied
Diversity	4.50	0.65	Agree	Highly Satisfied
Over-all Mean	4.40	0.718	Agree	Highly Satisfied

On the Level of student motivation towards to the city scholarship program, the summary of mean scores for the level of Student's Motivation.

Summary of Mean Scores for the Level of Student's Motivation

Sub-variables	Mean	SD	Description	Interpretation
Academic Performance Criteria	4.58	1.07	Strongly Agree	Very Highly Motivated
Financial Support	4.54	0.634	Strongly Agree	Very Highly Motivated
Professional Growth	4.54	0.646	Strongly Agree	Very Highly Motivated
Professional Growth	4.56	0.635	Strongly Agree	Very Highly Motivated
Over-all Mean	4.56	0.746	Strongly Agree	Very Highly Motivated

Base on the result, the respondents obtained the highest mean score of $M=4.58$, $SD=1.07$ for Academic Performance Criteria followed by Professional Growth ($M=4.56$, $SD=.635$), Financial Support ($M=4.54$, $SD=.634$), and Professional Growth ($M=4.54$, $SD=.646$). The over-all mean score is $M=4.56$, $SD=.746$ described as strongly agree and can be interpreted that the participants are very highly motivated on Student's City Scholarship. Meanwhile, the overall mean score of $SD=.746$ implies that the distribution of the data is more scattered around the mean.

As regards with the level of students access to quality education, the results indicate that participants were most satisfied with the program's ability to provide extracurricular opportunities contributing to holistic development ($M=4.69$, $SD=0.533$), followed by academic guidance and support in achieving educational goals ($M=4.67$, $SD=0.528$) and equal opportunities for all qualified students ($M=4.62$, $SD=0.594$).

Level of Student's Access to Quality Education

Indicators	Mean	SD	Description	Interpretation
1. The scholarship program has significantly improved my access to quality education.	4.55	.605	Strongly Agree	Very Highly Accessible
2. The scholarship provides comprehensive support that improves my access to quality educational experience.	4.52	.626	Agree	Very Highly Accessible
3. The scholarship program has motivated me to perform better academically by providing access to quality education.	4.54	.596	Strongly Agree	Very Highly Accessible

4.	The quality of education I receive as a scholar meets my expectations.	4.50	.617	Agree	Highly Accessible
5.	The scholarship program provides equal opportunities for all qualified students.	4.62	.594	Strongly Agree	Very Highly Accessible
6.	The learning environment I am in is conducive to a high-quality education experience.	4.59	.590	Strongly Agree	Very Highly Accessible
7.	The scholar program has helped me access specialized courses and programs that are beneficial for my academic and career growth.	4.48	.672	Agree	Highly Accessible
8.	I believe that the scholarship program ensures equitable access to quality education for all recipients.	4.52	.645	Strongly Agree	Very Highly Accessible
9.	I believe that the curriculum offered to scholars is designed to meet high educational standards.	4.52	.626	Strongly Agree	Very Highly Accessible
10.	The scholar program ensures that I have access to modern educational tools and technologies.	4.46	.587	Agree	Highly Accessible
11.	The scholarship has enabled me to interact with a diverse and highly skilled student body, enriching my educational experience.	4.59	.515	Strongly Agree	Very Highly Accessible
12.	The program provides me with access to extracurricular opportunities that contribute to my holistic development as a student.	4.69	.533	Strongly Agree	Very Highly Accessible
13.	The academic guidance and support provided through the scholar program, along with access to quality education, are instrumental in achieving my educational goals.	4.67	.528	Strongly Agree	Very Highly Accessible
14.	The City Scholarship Program has improved my access to quality education, along with educational materials and resources necessary for my studies.	4.51	.627	Strongly Agree	Very Highly Accessible
Over-all Mean		4.55	0.597	Strongly Agree	Very Highly Accessible

Conversely, the lowest-rated indicators were access to modern educational tools and technologies ($M=4.46$, $SD=0.587$), specialized courses beneficial for academic and career growth ($M=4.48$, $SD=0.672$), and quality of education meeting expectations ($M=4.50$, $SD=0.617$).

With an overall mean score of $M=4.55$, $SD=0.597$, participants strongly agreed that quality education is highly accessible. However, the standard deviation suggests variability in student experiences, highlighting areas where improvements in educational tools and specialized programs may further enhance access to quality education.

The Pearson R correlation analysis revealed significant relationships between access to quality education, student satisfaction, and motivation. Quality of resources ($r=.481$, $p<.05$), academic performance criteria ($r=.338$, $p<.05$), professional growth ($r=.499$, $p<.05$), and personal growth ($r=.473$, $p<.05$) showed a moderate positive relationship with access to quality education, indicating that improvements in these factors moderately enhance educational access.

Results of Pearson R Correlation Analysis for the Significant Relationship between the Access to Quality Education, Satisfaction, and Motivation of Student's Scholarship

Variables	N	R	P	Interpretation
Availability of resources	170	.509	.000	Significant
Quality of resources	170	.481	.000	Significant
Accessibility of resources	170	.539	.000	Significant
Support services	170	.574	.000	Significant
Diversity	170	.588	.000	Significant
Student City Scholarship Satisfaction	170	.595	.000	Significant
Academic Performance Criteria	170	.338	.000	Significant
Financial Support	170	.538	.000	Significant
Professional Growth	170	.499	.000	Significant
Personal Growth	170	.473	.000	Significant
Level of Student's Motivation	170	.555	.000	Significant

On the other hand, availability of resources ($r=.509$, $p<.05$), accessibility of resources ($r=.539$, $p<.05$), support services ($r=.574$, $p<.05$), diversity ($r=.588$, $p<.05$), student scholarship satisfaction ($r=.595$, $p<.05$), financial support ($r=.538$, $p<.05$), and student motivation

($r=.555, p<.05$) exhibited a significant positive relationship with access to quality education. This suggests that as these factors improve, students' access to quality education significantly increases. These findings highlight the crucial role of resource availability, support services, and financial aid in ensuring equitable access to high-quality education for scholarship recipients.

The multiple regression analysis revealed a strong positive relationship ($R = .688$) between access to quality education and the independent variables. The R^2 value of .473 indicates that support services ($p<.05$) and financial support ($p<.05$) collectively explain 47.3% of the variability in access to quality education. The statistical significance of $F = 15.94, p = .000$ confirms that the model is significant.

Variables	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Interpretation
	B	Std. Error	Beta				
(Constant)	1.54	.266			5.818	.000	Significant
Availability of resources	.027	.069	.043		.394	.694	Not Significant
Quality of resources	-.027	.068	-.043		-.401	.689	Not Significant
Accessibility of resources	.024	.081	.035		.302	.763	Not Significant
Support services	.185	.081	.266		2.280	.024	Significant
Diversity	.138	.090	.182		1.536	.126	Not Significant
Academic Performance Criteria	.024	.086	.041		.274	.784	Not Significant
Financial Support	.302	.126	.348		2.404	.017	Significant
Personal Growth	.109	.107	.129		1.020	.309	Not Significant
Level of Student's Motivation	-.114	.282	-.125		-.404	.687	Not Significant
$R=.688 \quad R^2=.473 \quad F=15.94 \quad P=.000$							

Among the predictors, financial support ($\beta = .348$) had the largest influence on access to quality education, followed by support services ($\beta = .266$), while other variables did not significantly predict access. The regression equation $Y' = 1.54 + .185X_1 + .302X_2$ suggests that a 1-point increase in support services improves access by .185, while a 1-point increase in financial support enhances access by .302.

Conclusions

The study on the City Scholarship Program at Liceo de Cagayan University highlights its positive impact on student satisfaction, motivation, and access to quality education.

Findings reveal that students appreciate the financial support, academic resources, and guidance, which contribute to their success and reduced financial stress. Regression analysis confirms that support services and financial assistance play a crucial role in enhancing educational access and overall program effectiveness.

The following recommendations are intended to help the city government office, school administrators, teachers, future students, parents, policy makers, program administrators, and future researchers enhance the City Scholarship Program's impact on students' educational experiences. These recommendations aim to ensure continued access to high-quality education and provide the necessary support for students' academic, personal, and professional success.

For the City Government Office, it is suggested to increase financial support for scholarship students to enhance their motivation and ensure their academic success. Expanding the scholarship fund will allow more students to benefit and maintain stability in their education. Additionally, investing in improved study spaces, digital tools, and academic resources will better address students' needs. It is also advised to continue prioritizing diversity and inclusivity to promote equal access to quality education.

For School Administrators, it is encouraged to enhance study facilities and digital resources to better support student learning. Providing more career development opportunities, such as internships and mentorship programs, will also benefit students' professional growth. Additionally, regularly gathering student feedback is encouraged to continuously improve resource availability and address their needs effectively.

For teachers, they may offer personalized guidance and mentorship to support students' academic and personal growth. Integrating technology into the classroom will help prepare students for digital careers and enhance their learning experience. Additionally, recognizing students' achievements is encouraged to boost their motivation and engagement.

For future students, they might maximize the available scholarship resources, including libraries, support services, and career programs, to enhance learning and personal growth. Prioritizing both academic and personal development will help build essential skills for future success.

For parents, it is important to encourage children to utilize available resources effectively and seek support for both academic and

mental well-being. Emphasizing the importance of education and personal growth will help motivate students to excel in their studies and future careers.

For the policymakers and program administrators, they may increase funding to expand the scholarship program and improve its long-term sustainability. Enhancing support services is essential, as they play a key role in student success. Additionally, regularly updating policies based on student feedback will help ensure the program effectively meets their needs.

Lastly, future researchers may consider to investigate the long-term impact of scholarships on students' career outcomes and overall life satisfaction. Exploring the role of digital tools in academic performance and motivation can provide valuable insights into their effectiveness. Additionally, comparing this scholarship program with others can help identify best practices and areas for improvement.

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