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### **ABSTRACT**

The study examined the financial responsibility, academic motivation, and academic performance of individuals who received the Tertiary Education Subsidy (TES), a government grant program. The research employed a descriptive-correlational approach and utilized survey questionnaires to collect data from a sample of 344 respondents, randomly selected from a pool of 2,534 TES beneficiaries. The data analysis involved descriptive statistics, including frequency counts, percentages, and means. Regression analysis was utilized to evaluate the associations between variables. The results of the study showed that the respondents varied in age, with a majority being female. They represented diverse university programs, year levels, and municipalities in the province of Northern Samar and neighboring areas. The majority of respondents had been benefiting from the TES grant for less than two years. Overall, the TES beneficiaries demonstrated high levels of financial responsibility, strong motivation to pursue a college degree, and satisfactory academic performance. The examination of relationships revealed a significant association between demographic profiles and financial responsibility, while no significant associations were found between demographic profiles and academic motivation or academic performance. On the other hand, there was a notable connection between financial responsibility and both academic motivation and academic performance. Additionally, no significant association was observed between academic motivation and academic performance.

**Keywords:** financial responsibility, academic motivation, academic performance

### **INTRODUCTION**

Financial responsibility entails effectively managing monetary resources and similar assets to promote productivity and personal well-being. It requires acquiring knowledge and skills in financial tasks and money management, which involves developing a mindset that prioritizes future needs over immediate desires. An essential aspect of financial responsibility is understanding the distinction between wants and needs. This clarity helps ensure that vital expenses are met before acquiring non-essential items that are not necessary for maintaining a satisfactory quality of life.

Financial responsibility encompasses the prudent utilization of monetary resources by individuals and businesses. It involves carefully considering one's income or business profits and determining the appropriate allocation for expenses and discretionary items. Furthermore, financial responsibility extends to specialized domains like business ethics, business finance, and insurance. Being financially responsible entails implementing a productive money management process that aligns with one's overall best interests. Saving plays a fundamental role in demonstrating financial responsibility by offering personal protection and safeguarding belongings. The degree of financial literacy serves as a critical indicator of individuals' ability to make prudent financial choices.

Financial literacy refers to an individual's level of comprehension when it comes to fundamental financial principles and their capability to effectively and confidently handle their personal finances. This encompasses making appropriate decisions in the short term and engaging in prudent long-term financial planning, considering personal circumstances and economic fluctuations (Redmund, 2010). Furthermore, financial literacy encompasses acquiring the knowledge and skills needed to navigate everyday challenges and make wise financial decisions (Sohn et al., 2012).

Financial illiteracy remains prevalent among a significant number of individuals in the Philippines (Pecson, 2019). According to a study carried out by Lucas (2018), the level of financial literacy among the average Filipino population is alarmingly inadequate. Insufficient childhood education contributes to this issue, which

continues into adulthood, as highlighted by the Bangko Sentral ng Pilipinas (BSP), the country's financial regulatory authority.

In a sequential explanatory study conducted by Pecson et al. (2019), which concentrated on the financial literacy of 4Ps families in a municipality in the Province of Pampanga, Philippines, the results indicated that the participants demonstrated a moderate level of financial literacy, specifically in terms of financial knowledge. The inferential analysis showed a significant disparity in financial literacy among economically disadvantaged families based on their monthly income, while no significant variation was found in relation to the number of family members.

Chen and Volpe (2002) conducted a survey with a large sample size ( $n = 924$ ) consisting of college students from various universities and colleges across the United States to assess their financial literacy. The participants included students at different academic levels, such as freshmen, sophomores, juniors, and graduate students (Chen & Volpe, 2002). The researchers specifically examined potential discrepancies in financial literacy between males and females, as well as explored potential factors contributing to these variations. The comprehensive results revealed a notable difference in scores between men and women, with men attaining significantly higher scores, suggesting lower levels of financial literacy among women (Chen & Volpe, 2002). Additionally, the study indicated that an individual's financial knowledge was associated with their educational background and experience. Notably, business majors tended to have higher scores compared to students from other majors (Chen & Volpe, 2002). Interestingly, Chen and Volpe (2002) also discovered that the main source of financial knowledge for women (74%) and men (68%) was primarily their parents. Motivation plays a significant role in a student's educational journey, influencing the level of effort they invest. The decision to pursue college education is driven by various needs, which differ among students. While many seek a degree to enter their desired career field, this is not the sole motivation. According to a survey by Ripley (2012), 40 percent of the general population believes that acquiring skills and knowledge for future careers is the primary reason for attending college. Additionally, 17 percent of respondents considered the desire to gain a well-rounded education as the top motivation. The survey also revealed that 14 percent aimed to enhance their earning potential, while 12 percent considered formulating life goals and values as their primary focus. Some individuals may be motivated by the desire to experience college life, while others may feel societal expectations guiding their decision.

External factors of considerable importance can influence the decision to pursue higher education. Some students may find themselves in college due to parental expectations, as their parents, who have previously earned a college degree, prioritize their child's education and have saved funds specifically for that purpose (Sandefur, Meier, & Campbell, 2006). On the other hand, certain students may choose to enroll in college primarily for athletic pursuits, placing less emphasis on their academic goals. For instance, a study focusing on student-athletes revealed that four out of the top five reasons for selecting a college were related to athletics, with only one reason relating to the campus environment (Schneder & Messenger, 2012). Interestingly, academics did not even rank among the top five considerations for the surveyed student-athletes. Undoubtedly, these diverse needs and motivations for attending college exert a significant impact on a student's level of motivation towards their academic pursuits throughout their college years.

Motivation can be understood as an internal drive that propels individuals to fulfill specific needs (Goodman et al., 2011). This intrinsic force has a direct impact on both the level of effort exerted and academic performance. Furthermore, effort itself directly influences academic performance, with distinct types of motivation influencing the level of effort invested (Goodman et al., 2011). However, it is noteworthy that the model proposed by Goodman et al. (2011) does not encompass the various variables that contribute to the development of motivation.

Various types of motivation can be categorized into three main groups: intrinsic, extrinsic, or a blend of both (Goodman et al., 2011). Ryan and Deci (2000) provide further insight into this concept by identifying three distinct forms of motivation: intrinsic, extrinsic, and amotivation. Intrinsic motivation stems from internal factors, such as the pleasure or fulfillment derived from participating in an activity for its inherent value or enjoyment. On the other hand, extrinsic motivation originates from external influences or rewards, such as social approval or tangible benefits. Behaviors driven by extrinsic motivation are viewed as a means to achieve a specific goal. On the other hand, amotivation refers to the lack of both extrinsic and intrinsic motivation, where individuals perceive no link between their actions and the resulting outcomes. These three forms of motivation encompass the various categories observed in motivational studies.

Within the college setting, intrinsic motivation can manifest as students feeling a sense of satisfaction in accomplishing challenging assignments or exams. Another example of intrinsic motivation is when students attend class out of a genuine enjoyment of learning the subject matter. Extrinsic motivation in college can stem from external factors such as praise from external influences such as receiving praise from family members, aiming to earn academic accolades, or envisioning future job prospects based on academic achievements. Amotivated students may question the purpose of their education, perceiving no value in their efforts and lacking a sense of connection between their actions and desired outcomes. Intrinsic motivation holds particular

significance in education as it promotes meaningful learning experiences and nurtures students' creativity (Ryan & Deci, 2000).

Although extrinsic motivation is often considered less desirable than intrinsic motivation because it is associated with actions driven primarily by external rewards, Ryan and Deci (2000) present a more nuanced viewpoint. They propose that individuals can develop an interest in activities motivated extrinsically and still internalize a drive to succeed in those tasks. The researchers identify four subcategories of extrinsic motivation, which vary in terms of autonomy. For example, a student who completes assignments solely out of fear of parental punishment exemplifies extrinsic motivation. In contrast, a student who puts in diligent effort to achieve good grades and succeed in their future career is also motivated extrinsically, but with a higher level of personal choice and motivation. This student demonstrates a greater degree of internalization by aligning their efforts with their own values. According to Ryan and Deci's model, internalization and integration play a crucial role in enhancing external motivation. Internalization refers to the adoption of external regulations, while integration involves the process of making those regulations a personal part of oneself.

The last form of motivation identified by Ryan and Deci (2000) is amotivation, which is characterized by three potential beliefs: perceiving an activity as lacking value, doubting one's competence to complete the activity, or expecting no desirable outcome from engaging in the activity. The researchers present these categories of motivation along a continuum, placing amotivation on the far right, various forms of external motivation in the middle, and intrinsic motivation on the far left. Their model provides a comprehensive understanding of motivation. However, other researchers contribute additional insights to this field, particularly regarding the significance of self-efficacy as a robust predictor of performance, persistence, and engagement (Simbula, Guglielmi, & Schaufeli, 2011; Vera, Le Blanc, Taris, & Salanova, 2014). It is evident that a strong correlation exists between academic achievement, seen as a higher-level outcome, and student motivation, viewed as a lower-level construct. Moreover, the manner in which students are motivated to engage in learning can positively influence their overall academic achievement.

This study examined if beneficiaries of the Tertiary Education Subsidy or TES, a grant-in-aid program of the government of the Philippines, are responsible of their finances particularly of the grant that they receive every year from the government. Being beneficiaries of the program, the government is expecting in return that they will perform well in school. Hence this study also looked into their academic motivation and how successful they are in their studies.

## **OBJECTIVES**

This study was aimed at finding out the financial responsibility, academic motivation and the academic performance of beneficiaries of Tertiary Education Subsidy (TES) in the University of Eastern Philippines.

Specifically, it tried to:

1. determine the socio-demographic profiles of TES beneficiaries in the University of Eastern Philippines;
2. ascertain the level of financial responsibility of the beneficiaries;
3. find out the academic motivation of the beneficiaries;
4. determine the academic performance of the beneficiaries;
5. determine if there is a significant relationship between the socio-demographic profile of the respondents and their financial responsibility;
6. determine if there is a significant relationship between the socio-demographic profile of the respondents and their academic motivation;
7. determine if there is a significant relationship between the socio-demographic profile of the respondents and their academic performance;
8. determine if there is a significant relationship between financial responsibility and academic motivation of the respondents;
9. determine if there is a significant relationship between financial responsibility and academic performance of the respondents; and
10. determine if there is a significant relationship between academic motivation and academic performance of the respondents.

## **METHODOLOGY**

This descriptive-correlational study was conducted in the University of Eastern Philippines with the beneficiaries of the Tertiary Education Subsidy (TES) grant-in-aid program as respondents. It used survey questionnaires as instruments to gather the necessary data on financial responsibility and educational motivation. Instruments for financial responsibility and academic motivation were taken from various sources.

Academic performance of the respondents was determined using their grades from the time they became beneficiaries of the grant up to the time of the conduct of the study.

Respondents were determined using random sampling technique. A total of 344 respondents were taken from a total population of 2,534 TES beneficiaries as of SY 2020-2021. The number of samples was determined using

the Morgan Table for determining sample size in social science research. Since the study was conducted during the pandemic, and face-to-face classes were not yet allowed, the gathering of data was done during the time the scholars were required to come to the university to claim their allowances for the grant. Questionnaires were distributed randomly to the grantees as they lined up and waited for their turn to be called by the Cashier. The questionnaires were retrieved as soon they finished answering all the items.

In analyzing the data, descriptive statistics like frequency counts, percentages and mean were used. In the tests of relationships, regression analysis was used.

## **RESULTS AND DISCUSSION**

### **Profile of the Respondents**

#### **Age**

According to the study findings, the majority of the participants, comprising 238 individuals or 69.19 percent, fell within the age range of 21 to 23. Following this, 64 participants or 18.60 percent belonged to the age range of 19 to 20. Only one respondent, accounting for 0.29 percent, was categorized in the age range of 31 to 33. The oldest respondents, three individuals or 0.87 percent, were within the age range of 34 to 37. The data show that the scholarship is open to all students regardless of age. Moreover, the data also show that the majority of the respondents are in their higher years.

#### **Sex**

In terms of the gender distribution among the participants, the data indicated that a significant majority of the respondents, comprising 236 individuals or 68.6 percent, identified as female. The male respondents numbered 108 or 31.4 percent. It clearly shows that female beneficiaries are more willing to participate in surveys like this than the male beneficiaries.

#### **Course and Year Level**

The students who participated in the survey come from 39 programs offered in the main campus. Out of the 344 respondents included in the survey, ranked first were the BS Community Development students (28 or 8.1%), ranked second were BS Agriculture and BS Criminology students (26 or 7.6%), followed by students taking BS Forestry (18 or 5.2 %) and BS Environmental Science (17 or 4.9%). Last in the rank of respondents were BEEd-Home Economics and BS Mechanical Engineering students. This data clearly shows that the scholarship is offered to students taking any baccalaureate program in the university.

Most of the respondents are in their fourth year when the study was conducted. They totaled 171 or 49.7 percent. This is followed by third year students, with 162 or 47.1 percent. Second year students were only six (6) or 1.7 percent, fifth year were four (4) or 1.2 percent, and only one (1) or .3 percent was a first year student. It also shows that most of the student beneficiaries were in their final year when the study was conducted.

#### **Hometown**

The data revealed that most of the respondents were from the municipality of Catarman with 59 or 17.2 percent. All the other municipalities in the province were also represented in the survey. Four (4) respondents were from the municipalities outside of the province, like Calbayog, one (1) was from Eastern Samar, and two (2) were from Leyte. There were however, 75 or 21.8 percent of the respondents who did not reveal their places of origin, the reason of which was not known to the researcher. It is worth noting that the majority of those who participated in the survey came from places near the university like Catarman, where the main campus is located, and other places like San Roque, Mondragon and Pambujan.

#### **Number of Semesters as TES Beneficiary**

The study found out that most of the respondents have been receiving the grant for 3 semesters, with a frequency of 149 or 43.3 percent. One hundred seventeen (117) or 34 percent of the respondents have been recipients of the grant for five (5) semesters, 22 or 6.4 percent were those who have been recipients of the grant for four (4) semesters, 19 or 5.5 for two (2) semesters, 17 or 4.9 for six (6) semesters, five (5) or 1.5 percent for seven (7) semesters, and only one (1) beneficiary who had been a recipient of the grant for eight semesters. It can be deduced from the data that a majority of the respondents had been receiving the grant for less than two (2) years at the time of the conduct of the study. The grantee needs to apply for renewal of the grant every beginning of a semester.

#### **Financial Responsibility of TES Beneficiaries**

The following table presents the financial responsibility of the respondents. It shows that the respondents are highly financially responsible having a grand mean of 3.9.

The data reveals that the respondents displayed a high level of financial responsibility in certain aspects. For example, they demonstrated careful consideration of affordability before making purchases and contributed to



family finances by setting aside a portion of their grant allowance. The mean scores for these behaviors were 4.57 and 4.53, respectively.

The respondents were highly financially responsible in matters like, making a plan to manage their money and expenses (4.48), being responsible for any debt made (4.28), making efforts to save regularly when possible (4.24), being responsible for paying any debt made (4.24), recognizing the importance of having a long-term financial plan (4.23), contributing money to family savings on their behalf (4.17), minimizing spending money per week (4.01), keeping records of their expenses (3.8), taking importance to have financial plan for a short term (3.64), and keeping close personal watch on their financial affairs (3.54). Moreover, they are also highly financially responsible in some indicators stated in the negative: not minding about their expenses at all (4.12), saving is not something they need to do (3.99), having credit card that they use in purchasing things they need (3.95), believed that saving was futile due to insufficient funds (3.67), and found greater satisfaction in spending money rather than saving it for the long term (3.51).

Four (4) indicators were found to have the lowest mean and have the interpretation that respondents were financially responsible: saving money on their savings account (3.49), making only purchase of products that they like (3.37), managing financially for a limited period if they lack funds (3.33), and saving money solely for significant or special purposes (2.87).

This data implies that the beneficiaries of TES are highly financially responsible in handling their finances especially the financial benefit that they get from the grant.

**Table 1: Financial Responsibility**

Indicators	Mean	Interpretation
I think carefully about whether I can afford something before I decide to buy it.	4.57	Very Highly Financially Responsible
I help in the family finances by slicing an amount from the allowance that I receive from the TES grant.	4.53	Very Highly Financially Responsible
I make a plan to manage my money and expenses	4.48	Highly Financially Responsible
I am responsible for any debt I made	4.28	Highly Financially Responsible
I make an effort to save money regularly whenever I can.	4.24	Highly Financially Responsible
I am responsible for paying any debt that I made	4.24	Highly Financially Responsible
Having a long-term financial plan is significant to me.	4.23	Highly Financially Responsible
I give money to family to save on my behalf	4.17	Highly Financially Responsible
I don't mind about my expenses at all.*	4.12	Highly Financially Responsible
I minimize spending money per week.	4.01	Highly Financially Responsible
Saving is not something I need to do.*	3.99	Highly Financially Responsible
I have credit card that I use in purchasing things that I need.*	3.95	Highly Financially Responsible
I keep records of my expenses	3.8	Highly Financially Responsible
I don't see the benefit in attempting to save because there's always a shortage of money.*	3.67	Highly Financially Responsible
Having a financial plan for the near future is important to me.	3.64	Highly Financially Responsible
I closely monitor my personal financial matters.	3.54	Highly Financially Responsible
I derive greater satisfaction from spending money rather than saving it for the future.*	3.51	Highly Financially Responsible
I save money on my savings account	3.49	Financially Responsible
I make online purchase of products that I like.*	3.37	Financially Responsible
If I do not have money, I could get by for a while.	3.33	Financially Responsible
I only save money when I have a specific goal or something significant and special to save up for.*	2.87	Financially Responsible
Grand Mean	3.90	Highly Financially Responsible

\*inverted scoring

4.5 – 5.00 Very Highly Financially Responsible

3.5 – 4.49 Highly Financially Responsible

2.5 – 3.49 Financially Responsible

1.5 – 2.49 Less Financially Responsible  
1.0 – 1.49 Least Financially Responsible

### Academic Motivation of TES Beneficiaries

Table 2 presents the academic motivation of the students, or their motivations of going to college. With a grand mean of 4.18, the respondents were highly motivated in going to college and getting a degree.

It shows in the data that the respondents were very highly motivated in going to college believing that college education will ensure them a good life in the future. This is apparent through three indicators: the belief that college education will better prepare them for their chosen career, with the highest average rating of 4.72; the desire to have a prosperous future, rated at 4.61; and the motivation to prove their capability in academic achievements, also rated at 4.61. On the other hand, the respondents were highly motivated in all the indicators.

**Table 2: Academic Motivation**

Indicators	Mean	Interpretation
I go to college...		
Because I believe that pursuing a college education will enhance my preparation for the career I have selected.	4.72	Very Highly Motivated
Because I aspire to have a prosperous and fulfilling life in the future.	4.61	Very Highly Motivated
Because I aim to demonstrate to myself that I am capable of achieving success in my studies.	4.61	Very Highly Motivated
Because engaging in my studies enables me to explore and learn about various subjects that deeply interest me.	4.49	Highly Motivated
Because I am determined to prove my own capability by successfully completing my college degree.	4.47	Highly Motivated
Because engaging in this will assist me in making a more informed decision about my career direction.	4.42	Highly Motivated
In order to obtain a more prestigious job later on.	4.41	Highly Motivated
Because I have the belief that further education for a few more years will enhance my skills and competence as a professional.	4.4	Highly Motivated
Because engaging in college provides me with a sense of personal fulfillment as I strive for excellence in my academic pursuits.	4.26	Highly Motivated
In order to have a better salary later on.	4.24	Highly Motivated
Because in the long run, this will enable me to enter a job market within a field that aligns with my interests.	4.22	Highly Motivated
Because engaging in the process of learning new things brings me joy and a sense of fulfillment.	4.2	Highly Motivated
Because I value the intense emotions I feel when I communicate my own ideas to others.	4.18	Highly Motivated
Because I find great pleasure in expanding my knowledge about subjects that deeply interest me.	4.17	Highly Motivated
For I derive immense pleasure from the discovery of new things that I have never encountered before.	4.15	Highly Motivated
Because when I achieve success in college, it instills within me a sense of significance.	4.08	Highly Motivated
Because I derive pleasure from the process of surpassing my own personal achievements.	4.06	Highly Motivated
For the "high" feeling that I experience while reading about various interesting subjects.	3.97	Highly Motivated
Because I experience a sense of fulfillment while engaging in challenging academic tasks.	3.9	Highly Motivated
For the pleasure that I experience when I read interesting authors.	3.87	Highly Motivated
Because of the pleasure that I experience when I feel completely absorbed by what certain authors have written.	3.81	Highly Motivated
For I take pleasure in pushing my limits and excelling in my studies.	3.78	Highly Motivated

Because with only a high-school degree I would not find a high-paying job later on.	3.72	Highly Motivated
To show myself that I am an intelligent person.	3.56	Highly Motivated
Grand Mean	4.18	Highly Motivated

4.5 – 5.00 Very Highly Motivated

3.5 – 4.49 Highly Motivated

2.5 – 3.49 Motivated

1.5 – 2.49 Less Motivated

1.0 – 1.49 Least Motivated

### Academic Performance of TES Beneficiaries

Table 3 presents the academic performance of the respondents. These are the general weighted average grades of the respondents from the time they became beneficiaries of TES up to the time of the conduct of the study. The interpretation is based on the System of Grading used by the University of Eastern Philippines.

It can be gleaned from the data that most of the respondents had a highly satisfactory grades from 1.90 – 2.12 with a frequency of 103 or 29.9 percent. This is followed by those who had very satisfactory grades that is from 2.13 – 2.37 with a frequency of 91 or 26.5 percent, good with grades from 1.63 – 1.89 with a frequency of 82 or 23.8 percent. Thirteen (13) or 3.8 percent of the respondents belonged to the lowest grade bracket which is moderately satisfactory with grades ranging from 2.63 to 2.89. Only one (1) respondent or .3 percent got a grade of 1.37 or “superior” based on the UEP grading system.

On the whole, the respondents of the study were average performers in class. It implies that majority of the beneficiaries are average performers in class considering that the bigger percentage of respondents earned a GPA from 1.63 (Good) to 2.62 (Satisfactory). None from among the respondents got an excellent performance, or a GPA higher than 1.13.

**Table 3: Academic Performance of TES Beneficiaries**

GPA	Frequency	Percent
1.13 - 1.37 (superior)	1	.3
1.38 - 1.62 (very good)	19	5.5
1.63 - 1.89 (good)	82	23.8
1.9 - 2.12 (highly satisfactory)	103	29.9
2.13 - 2.37 (very satisfactory)	91	26.5
2.38 - 2.62 (satisfactory)	35	10.2
2.63 - 2.89 (moderately satisfactory)	13	3.8
Total	344	100.0

Note: GPA of respondents as of the conduct of the study

### Relationship between the Demographic Profile and Financial Responsibility of the Respondents

The study tested if there is a significant relationship between socio-demographic profile of the respondents and their financial responsibility. Table 4 shows the result.

The data revealed that correlating the respondents' financial responsibility and their profile, only sex shows to have a significant relationship with a p-value of .000 which is lower than the .05 level of significance. All other variables were found to be not significant to financial responsibility. This means that respondents' sex may affect their financial responsibility. This implies that financial responsibility of TES beneficiaries vary between male and female.

**Table 4: Test of Relationship between Respondents' Demographic Profile and Financial Responsibility**

Variable	Beta	t	p-value	Interpretation
Age	-.061	-1.082	.280	Not Significant
Sex	.226	4.121	.000	Significant
Course	.025	.471	.638	Not Significant
Year	.083	1.287	.199	Not Significant
Hometown	-.043	-.804	.422	Not Significant
Number of Semesters as Beneficiary	.021	.340	.734	Not Significant

Decision Rule: If p-value  $\leq$  0.05 level of significance, reject  $H_0$ .



### Relationship between the socio-demographic profile of the respondents and their academic motivation

The analysis of the respondents' demographic profile and their academic motivation is presented in Table 5. The data reveals that none of the independent variables exhibited a significant relationship with the dependent variable, namely academic motivation. Moreover, based on the ANOVA analysis, the obtained p-value of .953 exceeds the predetermined significance level of 0.05. Consequently, the null hypothesis, which states that there is no significant relationship between demographic profile and academic motivation, is accepted. This implies that students' high motivation to get a college degree is not determined by their demographic profile. Students can be motivated regardless of their age, sex, course, year in college, their hometown or the place where they come from, and the number of years that they have been benefiting from the grant.

**Table 5: Test of Relationship between Respondents' Demographic Profile and Academic Motivation**

Variable	Beta	T	p-value	Interpretation
Age	-.036	-.614	.539	Not Significant
Sex	.022	.382	.703	Not Significant
Course	-.032	-.586	.558	Not Significant
Year	.039	.593	.554	Not Significant
Place of Origin	-.031	-.562	.574	Not Significant
Number of Semesters as Beneficiary	-.019	-.300	.765	Not Significant

Decision Rule: If p-value  $\leq$  0.05 level of significance, reject  $H_0$

### Relationship between the Socio-demographic Profile of the Respondents and their Academic Performance

Table 6 presents the examination of the connection between the socio-demographic characteristics of the participants and their academic achievements. Findings indicate that gender exhibited a statistically significant association with academic performance, as evidenced by a p-value of .026, which is lower than the significance level of 0.05. All the other variables like age, course, year level, place of origin, and the number of semesters that they are members of the grant were found to be not significant. The obtained p-value of .082 from the ANOVA analysis strengthens the findings, surpassing the significance level of 0.05. This leads to the conclusion that there is no significant association between the socio-demographic profile and the academic performance of the participants. Thus, the null hypothesis is accepted, indicating that the identified socio-demographic profiles do not have a significant impact on the academic performance of the grant recipients.

**Table 6: Test of Relationship between the Socio-demographic Profile of the Respondents and their Academic Performance**

Variable	Beta	t	p-value	Interpretation
Age	.081	1.410	.159	Not Significant
Sex	-.125	-2.241	.026	Significant
Course	-.020	-.368	.713	Not Significant
Year	-.077	-1.180	.239	Not Significant
Place of Origin	.059	1.093	.275	Not Significant
Number of Semesters as Beneficiary	.038	.597	.551	Not Significant

Decision Rule: If p-value  $\leq$  0.05 level of significance, reject  $H_0$

### Relationship between Financial Responsibility and Academic Motivation of the Respondents

The examination of the relationship between the financial responsibility of the respondents and their academic motivation is displayed in Table 7. The outcome reveals a significant relationship between the tested variables, as indicated by the p-value of .000, which is lower than the predetermined significance level of 0.05. The null hypothesis of no significant relationship between financial responsibility and academic motivation is therefore rejected. This implies that as beneficiaries of the grant their academic motivation is also driven by their financial responsibility.

**Table 7: Test of Relationship between Financial Responsibility and Academic Motivation**

Variable	Beta	t	p-value	Interpretation
Financial Responsibility	.470	9.858	.000	Significant

Dependent Variable: Academic Motivation

### Relationship between Financial Responsibility and Academic Performance of the Respondents

The analysis of the relationship between financial responsibility and academic performance of the respondents is presented in Table 8. The data indicates a significant relationship between the variables, as evidenced by the p-value of .000, which is below the predetermined significance level of 0.05. This signifies that there is a notable association between financial responsibility and academic performance. Null hypothesis is therefore rejected. This implies that the financial responsibility of the TES beneficiaries has a bearing on their academic performance.

**Table 8: Test of Relationship between Financial Responsibility and Academic Performance of the Respondents**

Variable	Beta	t	p-value	Interpretation
Financial Responsibility	-.282	-5.445	.000	Significant

Dependent Variable: Academic Performance

### Relationship between Academic Motivation and Academic Performance of the Respondents

The findings of the test examining the relationship between academic motivation and academic performance of the respondents are presented in Table 9. The data indicates a p-value of .077, surpassing the significance level of 0.05. Therefore, it can be concluded that there is no significant relationship between academic motivation and academic performance among the respondents. The null hypothesis is therefore accepted. It implies that the academic performance of TES beneficiaries is not determined by their motivations in going to college or their reason to take a college degree.

**Table 9: Test of Relationship between Academic Motivation and Academic Performance of the Respondents**

Variable	Beta	t	p-value	Interpretation
Academic Motivation	-.095	-1.772	.077	Not Significant

Dependent Variable: Academic Performance

## CONCLUSIONS

From the findings of the study, the following conclusions were formulated:

The respondents of the study were of different ages, dominated by female, coming from different programs of the university, from different year levels and from the different municipalities in the province of Northern Samar and other nearby provinces. A majority of them had been enjoying the grant for less than two years. It can be concluded that the grant is open and available to all students regardless of age, sex, course, year level, and place of origin.

The beneficiaries of the Tertiary Education Subsidy (TES) are highly financially responsible. Specifically, they are highly financially responsible on considering decisions before buying something, helping family finances out of the financial benefits they received from the grant.

The TES beneficiaries are highly motivated in getting a degree in college believing that their degrees will give them a better life in the future.

The grantees are performing well in their academics based on the system of grading of the University of Eastern Philippines.

The socio-demographic profile of the respondents exhibits a significant relationship with financial responsibility, while it does not demonstrate a significant association with academic motivation and academic performance. On the other hand, financial responsibility plays a significant role in influencing the academic motivation and academic performance of the beneficiaries. However, academic motivation has no significant bearing with their academic performance.

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