

Influence of Scholarship Services Satisfaction and Social Support on the Work Performance of Assisi Development Foundation Educational Assistance Program Graduates

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Abstract

Poor work performance is alarming. The influence of scholarship services satisfaction and social support on the work performance of graduates was examined. A diagnostic research design was applied. All 155 graduates of the identified school were included. The multiple regression analysis revealed that individually and collectively, the determinants significantly influence the criterion. Thus, the Theory of Planned Behavior was partially supported. Further studies and continued support programs are recommended to enhance graduates performance.

Keywords: Influence of scholarship services satisfaction, social support, work performance, Assisi development foundation educational assistance program graduates

1. Introduction

Underperforming workers can greatly affect an organization (Saputra & Yosepha, 2025). According to Amiati et al. (2024), poor work performance has been identified as a major challenge. The persistent inconsistency in employee performance across work settings is evident (Nurlina, 2022).

Poor work performance is a worldwide dilemma affecting all nations and sectors. Nadarajah (2021) noted that performance expectations for graduates in critical work tasks are much lower in Malaysia. In Ghana's educational system, low teacher performance is a concern (Nyamekye & Ghanney, 2024). Similarly, studies in China and Taiwan have shown that variation in employee performance persists across industries (Liu et al., 2022; Siddiqui et al., 2025).

It remains a problem in the Philippines, with low employee performance, especially among graduates. The Department of Labor and Employment, Region I, noted that employees exhibited low work performance (Dumuk, 2025). Andig and Canencia (2020) found that graduates' work performance has not met the required standards set by local and national industries in Region XII.

Low levels of work performance among graduates contributed to reduced productivity and creativity and threatened organizational sustainability (Asri & Chanada, 2023; Wahyu et al., 2024). A lack of employability skills was also observed, reflecting a gap between graduates competencies and employer expectations (Tsirkas et al., 2020; Sarkar et al., 2020). This gap resulted in decreased organizational efficiency

and limited graduates' employment and professional growth. These issues highlighted the need to assess skill gaps better and align education with labor-market demands. Hence, this study was conducted.

1.1. *Significance of the Study*

This study is significant for examining graduates satisfaction with scholarship services and social support and their impact on work performance. It aligns with Sustainable Development Goal 4 (Quality Education) by highlighting how scholarship programs foster inclusive, equitable, and quality learning that extends to career outcomes. The findings may guide the Department of Education in strengthening student support policies and preparing graduates for the workforce. Additionally, the results may help Holy Cross of Davao College improve support for both government and non-government scholars and provide the Assisi Development Foundation Inc. Educational Assistance Program (ADFI-EAP) with evidence-based insights to enhance its scholarship services and support mechanisms.

1.2. *Statement of the Problem*

This study determined the significance influence of scholarship services satisfaction, and social support on the work performance of Assisi Development Foundation's Educational Assistance Program graduates. Specifically, it pursued following objectives:

1. To determine the levels of scholarship services satisfaction in terms of scholarship updates, support to scholars' organization and activities, scholarship staff assistance, support to scholarship related problems, and scholarship benefits; social support in terms of appraisal support, emotional support, instrumental support, and informational support; and the work performance in terms of knowledge of work, ability towards work, personality and human relations, and special qualities;
2. To determine the significance of the relationship between scholarship services satisfaction, social support, and the work performance;
3. To determine the significance of the individual and combined degree of influence of scholarship services satisfaction and social support on the work performance.

1.3. *Hypotheses*

Ho1. Scholarship services satisfaction and social support do not significantly correlate with work performance.

Ho2. Scholarship services satisfaction and social support, individually and collectively, do not significantly influence work performance.

1.4. *Theoretical Framework*

This study is anchored on Icek Ajzen's Theory of Planned Behavior (TPB), an extension of the Theory of Reasoned Action (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975). The theory posited that behavioral intention was the primary determinant of behavior, influenced by attitude, subjective norms, perceived behavioral control, intention, and actual behavior.

In this study, scholarship services satisfaction represents graduates' attitude toward the behavior. Social support represents subjective norms. Work performance of graduates reflects actual behavior as highlighted in the Theory of Planned Behavior. Hence, this study is delimited to attitude, subjective norms,

and actual behavior. The perceived behavioral control and intention components of the theory were excluded from this study.

1.5. Conceptual Framework

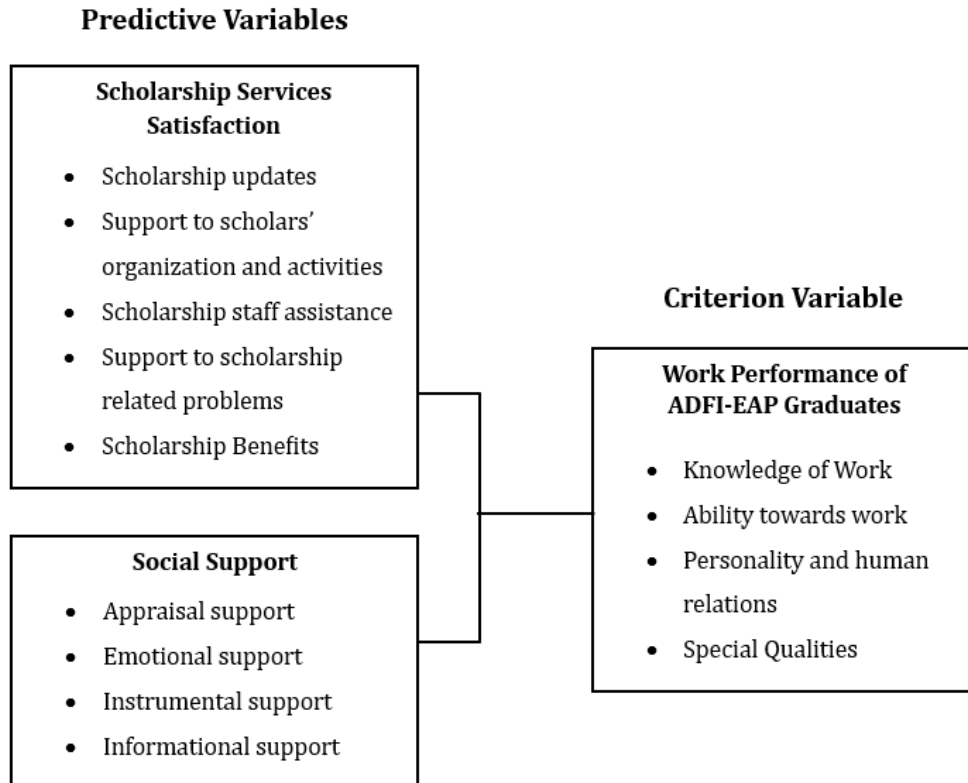


Figure 1. Conceptual Framework of the Study

2. Methodology

Included in this chapter are the research design, locale of the study, sample and sampling technique, data gathering technique, data analysis technique, and ethical consideration.

2.1. Research Design

This study employed a diagnostic research design with regression analysis to examine the factors influencing the work performance of graduates of Assisi Development Foundation's Educational Assistance Program. The diagnostic research design was appropriate, as it aimed to determine the underlying relationships among variables and to explain how satisfaction with scholarship services and social support influenced outcomes (Mao et al., 2024). Regression analysis was used to statistically assess the extent and direction of the relationship between the independent variables and the dependent variable (Yamaguchi &

Seifi, 2023), thereby identifying significant predictors while controlling for other factors (Zapf et al., 2024). This approach enabled a more comprehensive analysis of causal relationships and supported evidence-based conclusions regarding the variables affecting graduates' work performance (Zakhary & Choi, 2025).

2.2. *Locale of the Study*

The study was conducted in two private tertiary educational institutions in Region XII. These institutions were Catholic colleges that served as partner schools of the Assisi Development Foundation, Inc. – Educational Assistance Program (ADFI-EAP). They were selected as the study's locale because they had produced numerous graduates who benefited from the ADFI-EAP scholarship program. The researcher found these institutions to be well-suited for collecting data on graduates' work performance and experiences under the ADFI-EAP.

2.3. *Sample and Sampling Technique*

A total of 155 alums of the Assisi Development Foundation, Inc. Educational Assistance Program were selected as respondents in this study. The respondents were graduates from 2014 to 2025, aged 22 to 34, and were currently employed as teachers in the Department of Education. The study used total enumeration sampling, in which all members of the target population were included in the data collection. This approach was deemed appropriate because the population was limited and accessible, allowing the researcher to gather comprehensive information without excluding any respondents. Total enumeration ensured complete representation of all graduates in the selected institutions, thereby eliminating sampling error and enhancing the accuracy and reliability of the findings (Shukla, 2023). This method was particularly suitable as it enabled a thorough assessment of graduates' work performance and experiences, providing more valid and generalizable conclusions within the defined population (Etikan, 2024).

2.4. *Data Gathering Technique*

The study utilized the survey technique in gathering data, wherein structured questionnaires were administered to collect standardized information on respondents' experiences, perceptions, and work performance. This technique was appropriate because it enabled the researcher to efficiently collect quantifiable data from a defined group and examine relationships among variables (Ponto, 2023). The use of surveys ensured consistency in responses and facilitated statistical analysis. Moreover, it enabled the collection of a large amount of data cost-effectively and systematically (Story & Tait, 2023).

In this study, three adapted and modified survey questionnaires were used. The first instrument, the scholarship services satisfaction questionnaire, was adapted from the study of Banayo et al. (2023). It consists of 16 items designed to assess respondents' satisfaction with the scholarship services provided. A four-point Likert scale was used to assess respondents' levels of satisfaction with the different scholarship services. The adapted instrument was pilot-tested for reliability, with the STRS achieving a Cronbach's alpha of 0.985.

The second instrument, which measured social support, was adapted from Hernandez et al. (2021). It consists of 41 items designed to assess the degree to which respondents perceive social support from teachers or ADFI-EAP coordinators. A four-point Likert scale was used to assess the extent of social support respondents experienced. The instrument was pilot-tested for reliability, yielding a Cronbach's alpha of 0.995.

The third instrument, which assessed the work performance of graduates, was adapted from Ebuenga et al. (2023). It comprises 17 items designed to evaluate various aspects of graduates' work performance. A

four-point Likert scale was used to indicate the extent to which respondents demonstrated the performance behaviors. The instrument was pilot-tested for reliability, yielding a Cronbach's alpha of 0.989.

2.5. Data Analysis Technique

In this study, the data analysis techniques used were descriptive, correlation, and multiple linear regression. Descriptive analysis summarizes and organizes historical data to reveal patterns and trends, helping researchers understand datasets and support decision-making. Its advantages include identifying trends, tracking progress, and simplifying complex data through visualizations (Wolniak, 2023). In this study, the mean and standard deviation tools were used to analyze the descriptive data. In addition, the correlation analysis measures the strength and direction of the relationship between two variables, helping identify patterns and associations to support data-driven decisions (Sampaio et al., 2024). The Pearson Product-Moment Correlation was a statistical treatment applied to analyze correlation. Lastly, multiple linear regression analysis is a statistical method used to examine the relationship between one dependent variable and two or more independent variables, estimating how each predictor affects the outcome. It is applied to improve prediction accuracy and to understand the relative influence of multiple factors, with advantages including the ability to control for multiple variables simultaneously and support data-driven decisions (Sun et al., 2023).

The following are the interpretation of the level of the descriptive data:

<i>Scale</i>	<i>Level</i>	<i>Scholarship Services Satisfaction</i>	<i>Social Support</i>	<i>Work Performance of Graduates</i>
1.00 – 1.74	Very Low	Not Satisfied	Very Weak	Very Poor
1.74 – 2.49	Low	Less Satisfied	Weak	Poor
2.50 - 3.24	High	More Satisfied	Strong	Good
3.25 - 4.00	Very High	Much Satisfied	Very Strong	Very Good

Standard Deviation Value Ranges and Interpretation

<i>Range</i>	<i>Description</i>	<i>Interpretation</i>
SD ≤ 0.50	High Consistent Responses	Strong and uniform perception
SD = 0.51–1.00	Moderate Consistent Responses	Acceptable consistency
SD = 1.01–1.50	Low Consistent Responses	Differing views or experiences
SD > 1.50	Very Low Consistent Responses	High variability and lack of consensus

In this study, the significance of the correlation is tested at 0.05 confidence level. For the interpretation scale of r- value, the following scheme was used:

<i>Computed r</i>	<i>Descriptive Interpretation</i>
+/-1.00	Perfect correlation
Between +/-0.75 - +/-0.99	High correlation
Between +/-0.51 - +/-0.74	Moderately high correlation
Between +/-0.31 - +/-0.50	Moderately low correlation
Between +/-0.01 - +/-0.30	Low correlation

0.000

No correlation

The study used a standard descriptive guide for interpreting Pearson's r -values, largely based on Guilford (1956), and adopted Cohen (1988) and Hair et al. (2019) for interpreting the strength of Beta (β) coefficients.

<i>β Value Range</i>	<i>Strength of Relationship</i>
$\pm 0.00 - \pm 0.09$	Very Weak
$\pm 0.10 - \pm 0.29$	Weak
$\pm 0.30 - \pm 0.49$	Moderate
$\pm 0.50 - \pm 0.69$	Strong
± 0.70 and above	Very Strong

2.6. Ethical Considerations

This study adhered to established ethical guidelines in quantitative research (Postholm & Madsen, 2006) and secured ethical approval from the Society of Moral Integrity and Legal Ethics (SMILE) Ethics Board. Permission was also obtained from the Schools Division Superintendent prior to data collection. Informed consent was acquired from all respondents, ensuring voluntary participation and the right to withdraw at any time with full understanding of the research requirements. Data collection was conducted online via questionnaires sent via Gmail or Facebook Messenger, allowing respondents adequate time to respond. Privacy and confidentiality were strictly maintained: personal information was optional, soft copies of data were password-protected, and upon completion of the study, all responses were permanently deleted, and any hard copies were destroyed.

3. Results

Included in this chapter are the results of the descriptive, correlation, and the regression analysis. Also, the summary of findings is presented.

3.1. Descriptive Results

Table 1 is the descriptive table. It contains the variables involved in the study namely, scholarship services satisfaction, social support, and work performance of graduates with their respective indicators. It also contains the number of samples, the standard deviation, the mean and the corresponding descriptive level.

Table 1: Descriptive Statistics (N=155)

Variables	N	Standard Deviation	Mean	Descriptive Level
Scholarship Services Satisfaction	155	.45	3.32	Very High
<i>Scholarship Updates</i>	155	.60	3.06	High
<i>Support to Scholars'</i>	155	.54	3.30	Very High
<i>Organization and Activities</i>	155	.51	3.37	Very High
<i>Scholarship Staff Assistance</i>	155	.53	3.41	Very High
<i>Support to Scholarship Related Problems</i>	155	.49	3.45	Very High

Social Support	155	.36	3.71	Very High
Appraisal Support	155	.44	3.60	Very High
Emotional Support	155	.40	3.74	Very High
Instrumental Support	155	.38	3.74	Very High
Informational Support	155	.38	3.76	Very High
Work Performance of Graduates	155	.41	3.57	Very High
Knowledge of Work	155	.47	3.53	Very High
Ability Towards Work	155	.48	3.56	Very High
Personality and Human Relations	155	.46	3.60	Very High
Special Qualities	155	.49	3.57	Very High

Specifically, the scholarship services satisfaction variable obtained a mean of 3.32, which is described as very high. It indicates that the respondents are much satisfied with the scholarship services. Four of its indicators are described as very high, while others are high. The standard deviation, $SD = 0.45$, indicates that the respondents perceptions regarding the scholarship services satisfaction are consistent across other indicators. In addition, the social support variable had a mean of 3.71, which is considered very high. This indicates that graduates receive very strong social support. All its indicators are described as very high. The relatively low standard deviation, $SD = 0.36$, suggests that the responses are homogeneous along with other indicators. Finally, the work performance of graduates obtained a mean of 3.57, which is described as very high. It indicates that the graduates work performance is very good. All its indicators are described as very high. The low standard deviation, $SD = 0.41$, means that the responses are consistent across all indicators.

The findings indicate that graduates exhibited very high level of scholarship services satisfaction, though one aspect was slightly lower than the others, showing overall consistency in perceptions. Comparatively, graduates reported consistently very high social support and work performance, with all indicators uniformly strong, suggesting a slightly more uniform experience in these areas than in scholarship services satisfaction.

3.2. Correlation Results

Table 2 is the correlation table. The table contains the predictive variables and criterion variable. The table also contained the correlation coefficient (r-value), p-value, decision on null hypothesis, and its corresponding interpretation.

Table 2: Correlation Table (N=155)

Variables	r-value	Work Performance of Graduates		Interpretation
		p-value	Decision on H_0	
Scholarship Services Satisfaction	.529	.000	Reject H_0	Moderately High Positive, significant correlation
Social Support	.668	.000	Reject H_0	Moderately High Positive, significant correlation

Correlation is significant at the 0.05 level (2-tailed).

Specifically, the correlation between scholarship services satisfaction and work performance of graduates' variables yielded a p-value of 0.000, which is less than 0.05 degree of confidence; hence, the null

hypothesis was rejected. It also indicates that the correlation is significant. The r -value of 0.529 indicates a moderately high positive correlation. It implies that for every unit increase in scholarship services satisfaction, there is a corresponding 0.529 unit increase in work performance of graduates; or vice versa. Similarly, the correlation analysis between the social support and work performance variables for graduates yielded a p -value of 0.000, which is less than the 0.05 threshold; hence, the null hypothesis is rejected. It indicates that the correlation is significant. With the r -value of 0.668, it denotes that the magnitude of the correlation between the two variables is moderately high positive. It implies that for every unit change in social support, there is a corresponding 0.668-unit change in the work performance of graduates.

The findings showed that both scholarship services satisfaction and social support have a significant positive correlation with graduates' work performance, indicating that improvements in either factor are associated with better work performance. Comparatively, social support demonstrated a slightly stronger association with work performance than scholarship services satisfaction, suggesting it may have a greater influence on graduates' outcomes.

3.3. Regression Results

Table 3 is the regression table. The table contains the predictive variables and criterion variable. It also includes unstandardized coefficients beta and standard error. Likewise, it contains the Standardized Coefficient Beta, t -value, p -value, decision on null hypothesis, and the corresponding interpretation.

Table 3: Regression Table (N=155)

Variables	Work Performance of Graduates						Interpretation
	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	p-value	Decision on H_0	
(Constant)	.678	.254	—	2.668	.008	Reject H_0	
Scholarship Services Satisfaction	.165	.070	.180	2.352	.020	Reject H_0	Positive Significant Influence
Social Support	.632	.087	.555	7.263	.000	Reject H_0	Positive Significant Influence

Model Summary: $R = .682$, $R\text{-square} = .465$, $F(2,152) = 66.177$, $p = .000$

Level of significance: 0.05, Decision Rule: Reject h_0 if $p < 0.05$

Specifically, the influence of scholarship services satisfaction on graduate work performance variable obtained a standardized coefficients beta of 0.180. The p -value of 0.020 is less than the 0.05 confidence level; hence, the null hypothesis was rejected. This indicates that scholarship services satisfaction influence graduates work performance leading to a positive significant influence. This implies that for every unit change in scholarship services satisfaction, there is a corresponding effect on the work performance of graduates. On the other hand, the social support variable obtained a standardized coefficient beta of 0.555. Its corresponding p -value of 0.000, which is lower than the 0.05 level of significance, signifies that the 0.000 social support on work performance of graduates is significant. It implies that for every unit change in social support, there is a corresponding 0.555-unit positive change on work performance of graduates. Lastly, the table shows an r -squared value of 0.465, indicating that collectively, the two determinants explain 46.5% of the variance in

the criterion. The obtained p-value of 0.000, which is lower than the 0.05 level of significance, indicates that the combined contribution is statistically significant.

The results indicated that both scholarship services satisfaction and social support have a significant positive influence on graduates' work performance, with social support showing a stronger individual effect. When considered together, these factors explain a substantial portion of the variance in work performance, though other unexamined factors also contribute to graduates' outcomes.

3.4. *Summary of Findings*

Based on statistical results, it specifically was found that;

1. Scholarship services satisfaction and social support significantly correlate with work performance.
2. Scholarship services satisfaction and social support, individually and collectively significantly influence work performance.

4. **Discussions**

This chapter provides the discussion of the findings, along with the conclusions and recommendations of the study.

4.1. *Scholarship Services Satisfaction - Work Performance of Graduates Correlation*

The finding of this study, that scholarship service satisfaction is correlated with graduates work performance, supports the study of Quezada et al. (2024), which explains how perceived service quality can enhance measurable performance outcomes. Similarly, this current finding affirms the study by Chen (2024), which found that higher satisfaction with support mechanisms is associated with improved employability and performance. Furthermore, the finding aligns with the study by Hornido et al. (2024), which reported that graduates work productivity and performance are closely associated with satisfaction-related factors, emphasizing the importance of quality educational experiences in shaping workplace competence.

4.2. *Social Support - Work Performance of Graduates Correlation*

The finding that social support is significantly correlated with graduates work performance is consistent with prior studies. For instance, Siddiqui et al. (2024) found that supportive organizational environments enhance job performance by fostering employee commitment and innovative work behavior. Similarly, Surya and Sanica (2024) emphasized that social support improves employee performance by helping individuals cope with stress and sustain productivity. This current finding also aligns with Ullah et al. (2023), who argued that strong social support systems enable individuals to regulate emotional pressure and maintain higher engagement.

4.3. *Work Performance of Graduates as Influenced by Scholarship Services Satisfaction and Social Support*

The finding that scholarship services satisfaction and social support significantly influence graduates work performance supports the study of Torpey Saboe et al. (2026), highlighting that structured educational

and career support contributes to improved early career outcomes. This result is further reinforced by Ullah et al. (2023), who noted that social support enhances engagement and task performance. However, this finding contrasts with Rattini (2023), who argued that financial aid alone may not directly influence post-graduation employment.

4.4. Conclusion

Based on the findings, it was concluded that the individual and combined contributions of scholarship services satisfaction and social support as determinants of work performance of graduates are significant. This result partly supports the Theory of Planned Behavior, positing that behavioral intention was the primary determinant of behavior, influenced by attitude, subjective norms, perceived behavioral control, intention, and actual behavior.

4.5 Recommendations

Based on the conclusion, the following are recommended:

1. Further studies may utilize other variables not covered in this study to examine the remaining 53.5% of the variance in the work performance of graduates. Qualitative research methods may be explored to extract themes which may be utilized as variables needed to trace the remaining variance.
2. Educational leaders and administrators may strengthen comprehensive student support systems and allocate resources strategically to better prepare graduates for workforce demands.

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