

FINANCIAL BOOSTS AND ACADEMIC ACHIEVEMENTS: THE IMPACT OF POST-MATRIC SCHOLARSHIPS ON UNDERGRADUATE STUDENTS

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ABSTRACT

The present study was conducted to assess the impact of post matric scholarship on students. Random sampling method was used to include Two hundred forty undergraduate students as respondents in the study from two Universities i.e Chaudhary Charan Singh Haryana Agricultural University and Guru Jambheshwar University of Science and technology, Hisar. An interview schedule was developed for the data collection. The data on the Utilization were observed that majority of the respondents (74.17%) from both the institute were use their scholarship amount on educational supplies followed by A significant proportion (60.42%) of respondents from both the institutes use amount of fund for college fees. The findings on impact revealed that higher percentage of the respondents (67.50%) were agree that because of scholarship they feel secure for completing their degree moreover 58.75 per cent respondents agree that scholarship encourages them for studying attentively to retain scholarship. The coefficient for Utilization (0.370) indicates that for each additional unit of Utilization, the Impact increases by 0.370 units. The p-value for Utilization (0.003) is significant, meaning that Utilization is a statistically significant predictor of Impact. The result showed that post-matric scholarship scheme significantly benefits students' academic progress by motivating them to maintain good performance and study attentively.

KEYWORDS: Academic, Achievement, Impact, Student, Scholarship

INTRODUCTION

In terms of students' academic and personal growth, scholarships are essential. Scholarships ease the burden of tuition expenses by offering financial support, freeing up students to concentrate more on their education and personal development. This financial assistance frequently provides access to opportunities and esteemed educational institutions that would otherwise be unattainable, promoting academic success and expanding career options. Cagasan *et al* (2019) observed that scholarship help in completion of a graduate degree, boost self-confidence of students, improve knowledge and skills, give them better job opportunities and scholarship was plus factor in their job application. Many scholarships also come with additional benefits such as mentorship programs, internships, and networking opportunities, which further enhance students' professional development and future success. Additionally, scholarships promote diversity and inclusion by supporting underrepresented and disadvantaged groups, contributing to a more equitable and diverse educational environment. In this regard in the Haryana Post-Matric Scholarship, launched by

the Ministry of Social Justice and Empowerment, provides essential financial support to meritorious students from economically weaker sections of minority communities. Designed for students pursuing post-matric education in government, government-aided, or self-financing institutions within Haryana, the scholarship covers non-refundable fees, significantly reducing the financial burden on families. By offering mentorship and networking opportunities, this scholarship not only fosters academic excellence and career advancement but also promotes diversity and inclusion within the educational environment. According to Ghodeswar (2014) post matric scholarship scheme increase college attendance of scheduled caste students however scholarship helps to control on drop out in higher education

Ultimately, scholarships reduce the burden of student debt, enabling graduates to enter the workforce on a stronger financial footing and make meaningful contributions to society. The impact of scholarships extends far beyond the classroom, shaping the lives and futures of students in profound and lasting ways. Keeping all these points in mind, the present study has been designed on the title "Financial

Boosts and Academic Achievements: The Impact of Post-Matric Scholarships on Undergraduate Students”

OBJECTIVES

- (1) To explore the utilization of Post Matric Scholarship on academic requirement by the students
- (2) To study the impact of Post Matric Scholarship on academic progress of students

METHODOLOGY

1. **Location of the study:** The present study was conducted in the Haryana
2. **Selection of institute:** This study was carried out in two higher educational institutions *i.e.* Choudhary Charan Singh Haryana Agricultural University(CCS HAU), Hisar, which is affiliated with ICAR, and Guru Jambheshwar University of Science and Technology(GJU), Hisar, which is associated with the UGC.
3. **Selection of respondents:** Scheduled Caste/Backward Class students, which were the beneficiaries’ s Post Matric Scholarship were selected out of eight college 30 students from each college were selected randomly as respondents. Thus, the total numbers of respondents were 240.
4. **Research Strategy:** A survey was employed as the research strategy in the present study
5. **Time horizon of the study:** The study employed a cross-sectional time horizon, which involved collecting data at a single point in time or over a short period.
6. **Data collection method:** The present study gathered its data using the survey method
7. **Data collection tools used:** One interview schedule was prepared for collection of the data regarding the present study. The interview schedule was composed of statements for final data collection.
8. **Statistical analysis:** The analysis utilized Microsoft Office Excel 2010 and SPSS to process the data. Various statistical procedures and tests were implemented to ensure a thorough and accurate interpretation of the results, enhancing the reliability and validity of the findings.

8.1 Frequency and Percentage: Frequency refers to the number of times an event or observation occurs within a specific period or dataset. Percent represents a portion or

fraction of a total expressed as a percentage (out of 100)

- **Frequency calculated with the help of following formula**

f =Number of occurrences of an event

- **Percentage was calculated with the following formula**

$$\text{Percentage} = \frac{\text{Number of responses}}{\text{Total number of respondents}} \times 100$$

8.1 Mean: The mean is a statistical measure that represents the average of a set of values. It is calculated by summing all the values in a dataset and then dividing the total by the number of values.

$$\bar{X} = \frac{\sum fX}{n}$$

Where, \bar{X} = Mean score

$\sum fX$ = Total score

n = Total number of samples

8.2 Standard deviation: Standard deviation is a statistical measure that indicates the extent of variation or dispersion in a set of data values. It shows how much the individual data points deviate, on average, from the mean (average) of the dataset.

Standard deviation was calculated by using the formula as given below:

$$S.D = \sqrt{\frac{\sum (Xi - \bar{X})^2}{n}}$$

Where, S.D = Standard deviation

n = Total number of sample

Xi = Row score

\bar{X} = Mean score

8.3 Regression: Regression is a statistical method used to examine and model the relationship between variables. It helps determine how the dependent variable (outcome) changes when one or more independent variables (predictors) vary.

Formula used for linear regressions is; $y = a + bx$

- x is Independent Variable, Plotted along X-axis
- y is Dependent Variable, Plotted along Y-axis

The slope of the regression line is “b”, and the intercept value of regression line is “a” (the value of y when $x = 0$).

RESULT AND DISCUSSION

Based on the data, the utilization of post-matric scholarships by students is analyzed in terms of total percentage, followed by differences between CCS HAU and GJU students.

Utilization of post matric scholarship for Academic purpose

As results showed in table 1 The majority of students (74.17%) across both institutions prioritize purchasing educational supplies. CCS HAU students (79.17%) show slightly higher utilization in this category compared to GJU students (69.17%), emphasizing their need for academic materials. A significant proportion (60.42%) of respondents from both the institutes use amount of fund for college fees. Notably, GJU students (80.83%) utilize scholarships for this purpose more than CCS HAU students (40.00%), likely reflecting differences in institutional fee structures or student financial situations. Printing and photocopying are common expenses, with CCS HAU students (60.83%) spending more on this than GJU students (51.67%), indicating a higher reliance on printed materials at CCS HAU. Book purchases are moderately prioritized, with CCS HAU students (35.00%) spending more than GJU students (24.17%). This may reflect differences in curriculum demands or resource availability. More GJU students (32.50%) spend on magazines compared to CCS HAU students (15.00%), suggesting a greater inclination towards additional reading resources among GJU students. Tuition fee utilization is higher among GJU students (35.00%) than CCS HAU students (5.83%), again pointing to variations in fee structures or funding needs. Educational trips are more common among CCS HAU students (27.50%) than GJU students (12.50%), reflecting potential differences

in curriculum emphasis on experiential learning. Only GJU students (34.17%) report spending on library fees, while CCS HAU students allocate no funds to this category, indicating differing access or policies regarding library use. Training-related expenses are more prevalent at CCS HAU (10.00%) than GJU (2.50%), suggesting a greater focus on skill development at CCS HAU. No funds are reported for memberships and Scholarships are not used to repay past educational loans, likely due to they did not require for any loan. A similar study was conducted by Nayak (2020) evaluate the post-matric scholarship for scheduled caste and scheduled tribe students of Orissa and found that post-matric scholarship used in various ways, keeping it in the pass book (62.70%), purchasing books (2.10%), purchasing dress (12.20%), giving it to parents (18.50%), clearing the hostel dues (1.40%) and clearing the loan (3.10%).

CCS HAU and GJU Differences

Higher at GJU: GJU students allocate significantly more funds to college fees, tuition fees, magazines, and library fees, reflecting the institution’s specific requirements or students’ preferences.

Higher at CCS HAU: CCS HAU students spend more on training, educational trips, books, and publications, highlighting their emphasis on experiential learning and academic development.

Table-1: Utilization of post matric scholarship for Academic purpose by the students.

Sr. No.	Academic use	CCS HAU	GJU	Total
		n=120	n=120	n=240
		f (%)	f (%)	f (%)
1	Xerox and print	73(60.83)	62(51.67)	135 (56.25)
2	Educational trips	33(27.50)	15(12.50)	48(20.00)
3	Educational supplies/Stationary	95(79.17)	83(69.17)	178 (74.17)
4	Purchasing books	42(35.00)	29(24.17)	71 (29.58)
5	Repayment of previous educational loans	-	-	
6	Payment of college fees	48(40.00)	97(80.83)	145 (60.42)
7	Payment of tuition fees	7(5.83)	42(35.00)	49(20.42)
8	Attending conference/seminar/ workshop	4(3.33)	1(0.83)	5(2.08)
9	Publication	5(4.17)	-	5(2.08)
10	Membership of society/academy	-	-	
11	Training	12(10.00)	3(2.50)	15(6.25)
12	Magazine	18(15.00)	39(32.50)	57(23.75)
13	Library fees	-	41(34.17)	41(17.08)

Impact of Post Matric Scholarship Scheme on academic progress

The data highlights in table 2 the extent to which post-matric scholarships impact on academic progress among students at CCS HAU and GJU, based on the level of agreement, neutrality, and disagreement for each impact

category. A majority of students (61.25%) agree from both the university that scholarships motivate them to maintain good academic performance. HAU students (70.00%) agree more strongly than GJU students (52.50%), possibly due to stricter scholarship continuation criteria at HAU. 58.75 per cent respondents agree that scholarship encourages them

for studying attentively to retain scholarship. HAU students (66.67%) agree more than GJU students (50.83%), reflecting differences in academic culture or expectations. According to 51.25 per cent respondents' scholarship supports their performance through study materials. HAU students (55.00%) utilize this benefit slightly more than GJU students (47.50%). Scholarships play a crucial role in reducing dropout rates, with GJU students (52.50%) slightly ahead of HAU students (40.83%) the finding can be supported with the finding of Graziosi (2014) income-based grants reduce dropout, while merit-based ones allow students to graduate in time. This impact may indicate a higher financial dependency among GJU students. Scholarships enhance a competitive mindset among students. HAU students (49.17%) are slightly more motivated by competitiveness than GJU students (44.17%). Cagasan *et al* (2019) Explore the Contribution of Scholarship in academic success and found that scholarship help in

completion of a graduate degree, boost self-confidence of students, improve their knowledge and skills, give them better job opportunities and scholarship was plus factor in their job application. Another study Graziosi (2014) investigated the impact of different forms of incentives – income-based and merit-based financial aid and observed similar data and revealed that income-based grants reduce dropout, while merit-based ones allow students to graduate in time

Key Differences Between HAU and GJU Students

Higher at HAU: Maintaining grades, studying attentively, time management, and improving study performance are more significant impacts for HAU students.

Higher at GJU: GJU students report a higher impact on reducing dropout rates, learning new skills, and perceiving scholarships as a resume advantage

Table 2 : Impact of Post Matric Scholarship Scheme on academic progress

Sr. No.	Impact on academic progress	HAU (n=120)			GJU (n=120)			Total (n=240)		
		Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
		f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)	f (%)
1	Scholarships support my performance by serving good study material	66(55.00)	38(31.67)	16(13.33)	57(47.50)	33(27.50)	30(25.00)	123(51.25)	71(29.58)	46(19.17)
2	Encourage the feeling of competitiveness	59(49.17)	45(37.50)	16(13.33)	53(44.17)	49(40.83)	18(15.00)	112(46.67)	94(39.17)	34(14.17)
3	Encourage to maintaining Percentage/grade point	84(70.00)	25(20.83)	11(9.17)	63(52.50)	30(25.00)	27(22.50)	147(61.25)	55(22.92)	38(15.83)
4	Encourage to study attentively to keep the scholarship continue	80(66.67)	21(17.50)	19(15.83)	61(50.83)	31(25.83)	28(23.33)	141(58.75)	52(21.67)	47(19.58)
5	Scholarships impacted the time management for studying and learning	65(54.17)	31(25.83)	24(20.00)	54(45.00)	47(39.17)	19(15.83)	119(49.58)	78(32.50)	43(17.92)
6	Scholarship improves my performance in study	62(51.67)	35(29.17)	23(19.17)	50(41.67)	49(40.83)	21(17.50)	112(46.67)	84(35.00)	44(18.33)
7	Encourage to the fulfil my professional aspiration	52(43.33)	40(33.33)	28(23.33)	47(39.17)	51(42.50)	22(18.33)	99(41.25)	91(37.92)	50(20.83)
8	Able to attend academic related programme like conferences, seminars, training etc	56(46.67)	50(41.67)	14(11.67)	54(45.00)	43(35.83)	23(19.17)	110(45.83)	93(38.75)	37(15.42)
9	Scholarships increase the ability of learning new skills	35(29.17)	44(36.67)	41(34.17)	61(50.83)	40(33.33)	19(15.83)	96(40.00)	84(35.00)	60(25.00)
10	Addition of scholarship on resume make big difference with potential employer	12(10.00)	78(65.00)	30(25.00)	41(34.17)	63(52.50)	16(13.33)	53(22.08)	141(58.75)	46(19.17)
11	Reduce the risk of dropout degree	49(40.83)	56(46.67)	15(12.50)	63(52.50)	42(35.00)	15(12.50)	112(46.67)	98(40.83)	30(12.50)
12	Encourage to work harder	55(45.83)	47(39.17)	18(15.00)	53(44.17)	45(37.50)	22(18.33)	107(44.58)	93(38.75)	40(16.67)
13	Encourage to complete assignments on time	51(42.50)	42(35.00)	27(22.50)	49(40.83)	48(40.00)	23(19.17)	100(41.67)	90(37.50)	50(20.83)
14	Increase my grade point/ percentage	59(49.17)	35(29.17)	26(21.67)	54(45.00)	46(38.33)	20(16.67)	113(47.08)	81(33.75)	46(19.17)

Impact of Utilization on Impact: Regression Analysis and Statistical Interpretation

The table 3 reveals that Utilization is a statistically significant predictor of Impact. However, the relationship between the two variables is weak, with a correlation coefficient of 0.189. This suggests that while Utilization has some influence on Impact, the strength of the relationship is relatively low. The model explains only 3.6% of the variance in Impact (R-Square = 0.036), indicating that other factors

likely play a more significant role in determining Impact. The adjusted R-Square value of 0.032 further supports this, accounting for the possibility of overfitting. Despite the low explanatory power, the model is statistically significant, as indicated by the F-statistic of 8.781 and the p-value of 0.003, which is well below the 0.05 threshold. This confirms that Utilization does have a meaningful, though modest, effect on Impact, but additional variables may be necessary to improve the model's predictive accuracy.

Table-3 Regression analysis summary

STATISTICS	VALUE
Dependent Variable	Impact
Independent Variable	Utilization
Sample Size (N)	240
Correlation (r)	0.189
R-Square (R ²)	0.036

Linear Regression Analysis Predicting Impact

Result showed in the table 4 that the constant (intercept) is 56.723, suggesting that when Utilization is zero, the Impact is predicted to be 56.723. The coefficient for

Utilization (0.370) indicates that for each additional unit of Utilization, the Impact increases by 0.370 units. The p-value for Utilization (0.003) is significant, meaning that Utilization is a statistically significant predictor of Impact.

Table 4 : Linear Regression Analysis Predicting Impact

Predictor variables	B (unstandardized coefficients)	Std. Error	Beta (standardized coefficients)	T-value	P-value
Constant	56.723	6.052	-	9.372	< 0.001**
Utilization	0.370	0.125	0.189	2.963	0.003**

Descriptive statistics

Data revealed from table 5 that the average impact score is 74.58 with a standard deviation of 8.90. This implies that the scores are spread out around the mean by approximately 8.90 units. The average utilization score is 48.25 with a standard deviation of 4.54, indicating a smaller spread around the mean.

Table-5 Descriptive statistics

Variable	Mean	Std. Deviation
Impact	74.5792	8.90454
Utilization	48.2458	4.5331

CONCLUSION

The findings illustrate significant differences in how post-matric scholarships are utilized across GJU and CCS HAU, reflecting distinct academic cultures and financial

priorities. The scholarships have a moderate impact on academic progress, with variations in utilization categories like educational supplies, fees and extracurricular activities. Regression analysis confirms that utilization is a statistically significant predictor of impact, albeit with a weak correlation, suggesting that other factors contribute more significantly to academic outcomes. This underscores the need for a more comprehensive understanding of determinants that influence the effectiveness of scholarships. Further studies are recommended to explore additional variables and enhance the predictive accuracy of the model, thereby providing deeper insights into optimizing scholarship utilization for academic success.

RECOMMENDATION

- Reorientation of students on different scholarships schemes should be arranged time to time during their course of study.

- The authority of academic institution and organization should upload more information in the prospectus of the university.

ACKNOWLEDGEMENT

The support and co-operation received from the major advisor, Head of the department, whole research committee and moreover Deptt. of Extension Education, I.C. College of Community Science, CCS HAU, Hisar, at every stage of the study is warmly acknowledged.

CONFLICT OF INTEREST

The researchers declare that there is no conflict of interest in the conduct of this study. They affirm that no personal, financial or professional relationships exist that could have influenced the research process or its findings.

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Received : March 2025 : Accepted : May 2025