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The Impact of PEEF Scholarship on Students' Academic Performance

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Abstract

This study is conducted to check the impact of PEEF scholarship on student academic performance. In this study assignments, attendance, projects. Seminars and Formal exams are taken as IVs, Performance DV and PEEF scholarship as moderator. Finding shows that there is significant relationship among all IVs assignment, attendance, projects, seminars, Formal Exams and DV performance. Findings show that Scholarship moderates the relationship of attendance and performance, but scholarship does not moderate the relationship of assignment and performance, projects and performance, seminars and performance, and formal exams and performance. And Data is collected from IUB PEEF scholarship holder students.

Keywords: Scholarship, PEEF, Performance

Introduction

Scholarship is a fund or payment given to support a student's education, awarded on the basis of academic or other achievements. A scholarship is a monetary reward on the basis of academic achievement and promise given to a student. Many merit based scholarships are also awarded to students for financial aid. Repayment of scholarships is not needed. Retrieved from http://www.financialaid.unt.edu/scholarships. Though, since 1980s, the use of monetary need as the foundation for granting scholarships has been eroding by the state. But the scholarship award has been increased in the developed countries by the government. Spending on scholarships for undergraduate needy people from 1982 to 2000 was risen by government to 7.4% annually; on the other hand merit based scholarship spending grew at rate of 13.6% annually. The scholarship proportion rewarded by government on the basis of merit has been grown in this period from 9% to 22 % (Heller, 2002; National Association of State Student Grant & Aid Programs, 2001).

While the whole (financial and non-financial) benefits of attending a two- or four-year HEI are apparently quite high, 25 to 35 years old reports less than 60 percent of the population having any college experience (Crissey, 2009).

A reasonable portion of budget such as2 billion to PEEF and 63 billion to HEC is allotted to scholarship by the government. HEC for year 2014 – 2015 with 63 billion highest budgetary allotment shows 10% increase from previous year allotment. With respect to Budgetary speech from 63 billion 43 billion allocated for recurring budget and 20 billion allocated for 188 projects. Pakistani all universities development plans will be supported by these 188 projects. Amongst the continuing schemes, Rs 1,185 million has been allotted for the foreign scholarships for MS/MPhil leading to PhD in selected fields. Retrieved from http://www.pakedu.net

Additional 2 billion has been allotted for year 2014 – 2015 by Punjab Government to PEEF. More than 100,000 scholarships have been bestowed by PEEF.Retrieved from http://www.peef.org.pk

Problem Statement

There are many studies have been done with respect to international perspective such as in Nigeria (Omeje &Abugu, 2015). USA (*Anand et al*, 2009) Canada (*Dooley et al*, 2013) and othersthat checked the impact of scholarship on student performance. But very few studies are done with respect to Pakistan perspective that checked the impact of PEEF scholarship on student academic performance. So there is need to check that whether the performance of students increases by providing these scholarships or not especially with respect to PEEF scholarship. This study is design to check the Impact of PEEF scholarship on student academic performance.

Objectives:

1. To check relationship of assignment and performance
2. To check the relationship of attendance and performance
3. To check the relation of projects and academic performance
4. To check the relationship of seminars and performance
5. To check the relationship of Formal exams and performance
6. To identify moderating effect of PEEF scholarship on the relationship of assignment, attendance, projects, seminars, formal exams with performance
7. To check PEEF scholarship is awarded to needy students and students whose parents income less than 1500 and 30000.

Significance and Scope

This study will provide significant information to Punjab government about effectiveness of PEEF scholarship and criteria of PEEF whether it is good or should be changed. The respondent of this study are Islamia university PEEF scholarship holder's students.

Literature Review

Scholarship

Scholarship is a grant or payment made to support a student's education, awarded on the basis of academic or other achievement. A scholarship is a financial award given to a student on the basis of academic achievement and promise. Many scholarships are

awarded based on merit. However, some also take into account financial need. Scholarships do not have to be repaid. (http://financialaid.unt.edu/scholarships).

Scholarships are financial aid prize to assist students in their academic chase and for further education. Scholarships are granted on the basis of different criteria that show the purpose and value of the giver or funder of that reward. Scholarship money is not credit so it is not obligatory to be repaid (Omeje&Abugu, 2015). The scholarship impact is mainly depends on receiver and receiver socioeconomic status. For example the scholarship impact will be high if it is granted to poor or low socio economic status but if it is given to financially strong or high economic status students than its impact can't be felt (Omeje&Abugu, 2015). Students' academic or educational performance in Enugu State, Nigeria tertiary institutions can be positively and significantly determined by scholarship or positive and significant determinant of students' academic and educational performance is scholarship. In accumulation to above the findings show that b scholarship students' academic or educational performance in Enugu state higher would be increased by 87 percent if scholarship is granted to poor students and will reduce or decrease to 13 percent if granted to other (Omeje&Abugu, 2015). Few proofs are provided by Angrist, Lang, and Oreopoulos (2009) that **inducement** scholarships along with services of counselling can enhance academic successes amongst females, at for year colleges in first year students and that impact can be continued to the second year. Angrist and Lavy (2009) found at the secondary school level that reward of cash in Israel for intermediate milestones and certification of high school enhance in girls certification rates by 10 percent point.

PEEF Scholarship

PEEF: PEEF is the abbreviation of Punjab Educational Endowment Fund. PEEF under the leadership of Mr. Muhammad Shahbaz Sharif (Chief Minister of Punjab) is an initiative of Government. With preliminary amount of 2 billion the PEEF was stared in 2008, that preliminary amount now grows to 13 billion. For the year 2014 – 2015 another 2 billion has been apportioned by the Government of Punjab. The objective of PEEF establishment is to grant financial assistance or scholarship to able and poor

students for chasing quality education with equal opportunities that cannot afford their fees. More than 100,000 scholarships have been bestowed by PEEF. The objective of PEEF is to carry for Punjab able and less privileged youth the best opportunities of education. To Secondary, Intermediate, Graduation and Masters respectively 20%, 30%, 30% and 20% scholarships are awarded by PEEF.

Retrieved from http://www.peef.org.pk

The students' data is obtained from PBTE, BISEs, Departments of provincial education, PEC and all BISE the PEEF based on the criteria that organization has delineated. The Punjab Education Endowment Funds went to brilliant and poor students to Tehsil level to make sure that monetary problems will not divest the praiseworthy youth from satisfying and chasing their ambitions of academia. There are main three categories of PEEF scholarship such as, outreach, special Quota and scholarship for Private affiliated institute students (PEEF, 2014).

Criteria of Eligibility for scholarship for intermediate and Graduation Level

The student will be consider eligible for scholarship if he has obtained minimum 60 marks in annual 2014 exams, got admission in current year 2014 – 2015 as fulltime student in regular educational instituteand has earning of parents from all sources monthly is less than or equal to 15000 (PEEF, 2014).

Criteria of Eligibility for scholarship for Secondary Level

a) The students required to pass PEC (Punjab Examination Commission's examination) detained grade 8th annual examination 2013.
b) Passed Punjab Examination Commission's from Private Listed School, Government School, as private candidate or from school which is affiliated with PEF (Punjab Education Foundation).
c) For scholarship of special quota required to pass 8th class exams held by Special Education Directorate, Punjab.

d) Private listed schools only those students will be eligible for Punjab Educational Endowment Fund scholarship whose monthly tuition fee was less than or equal to 500 in year 2012 - 2013.
e) Got admission in current year 2013 – 2014 as fulltime student in regular educational institute.
f) Professed earning of parents from all sources monthly is less than or equal to 15000.
g) The student must be belongedat least one of the special quota category for special quota category.
h) Not getting in the current yearany other educational scholarship. Retrieved from http://gotest.pk/

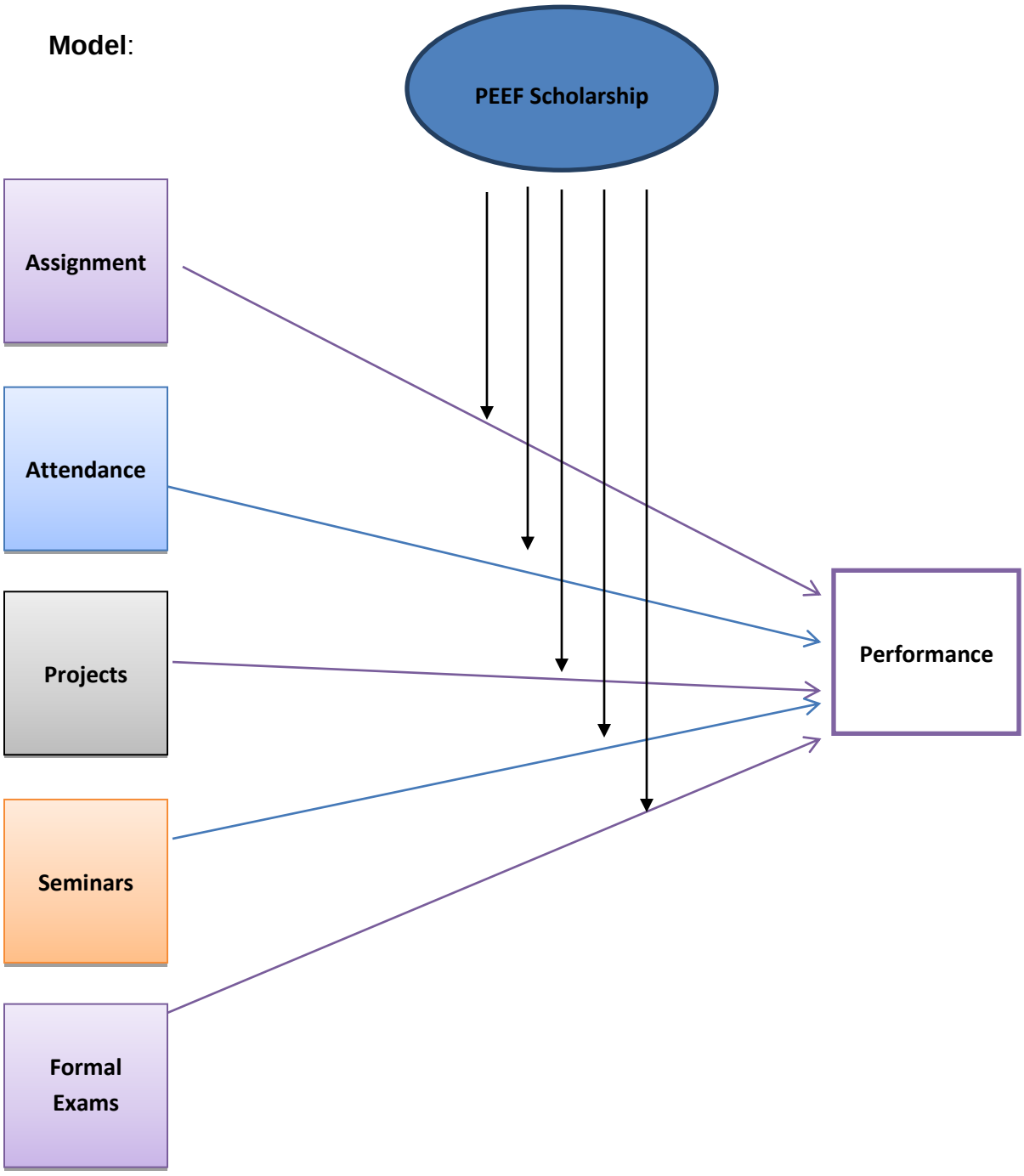
Master level PEEF scholarships are granted to chase master degree from any partner universities.

Criteria of Eligibility for Master program

a) Student should have domicile of Punjab
b) Must got at least CGPA 2.5 or minimum marks 60% in any program such as BS (Hons), BSC, BBA, B.COM, B.Sc. and BA etc. annual examination held in Punjab 2014.
c) Student who has already got or passed M.PHIL, MS, MSc. And MA etc. is not eligible for it.
d) A student who has passed exams in supplementary and has improved the marks will not eligible.
e) Student passed the above mentioned exams from Govt. Institute, Private institute or as a private candidate and got admission as a regular fulltime student in the current year 2014 -2015 in any partner university is also eligible.
f) Professed earning of parents from all sources monthly is less than or equal to 30000.
g) Income condition on 1 to 4 grade government employees' children is not applied if only source of earning is salary.

h) Not getting any other master level scholarship (PEEF, 2014).

Model:



Hypothesis

H1= There is positive relationship between Assignment and performance

H2= There is relationship between attendance and Performance

H3= There is relationship among Projects and Performance

H4= There is relationship among Seminars and Performance

H5= There is relationship among Formal Exams and Performance

H6= Scholarship moderates the relationship of Assignment and performance

H7= Scholarship moderates the relationship of attendance and performance

H8= Scholarship moderates the relationship of Projects and performance

H9= Scholarship moderates the relationship of Seminars and performance

H10= Scholarship moderates the relationship of Formal Exams and performance

Chapter # 3 Methodology

This section described the methods which are used to test hypothesis that are developed already in previous section for the examination of theoretical development including data collection procedure , Research Design, Questionnaire Development, Scale of Measurement, Questionnaire Design, Sample Size and questionnaire filling, Survey procedures and Data analysis.

Research Design

Remembering research model, purpose and hypothesis of this study quantitative research method is used in it.

Questionnaire Development

Researcher or author required to develop the measurement of construct if he not found enough previous studies on the topic (Hair et al., 2006b). Questionnaire or instrument used in this research is self-developed and its overall reliability is .966

Scale of Measurement

For the evaluation of statements by respondent five point likert scale is used in it. SA represent strongly agree, A for agree, third one is Neutral, DA for disagree and SDA for strongly disagree.

Questionnaire Design

Questionnaire or instrument contain on seven sections that is used in this research such as scholarship, Assignment, Attendance, Projects, Seminars, Formal exams and Performance. Four, four items are used to measure Scholarship, assignment, attendance and projects. Six items are used to measure seminars and five, five formal exams and performance. All items are self-developed.

Sample Size and questionnaire filling

Field survey is conducted by distributing instrument or questionnaire to respondent (PEEF Scholarship holders) in different departments of IUB. The sample size was 120 but received questionnaire were 105 in which 100 were useable. Reliability test tell that all construct are reliable.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.966	32

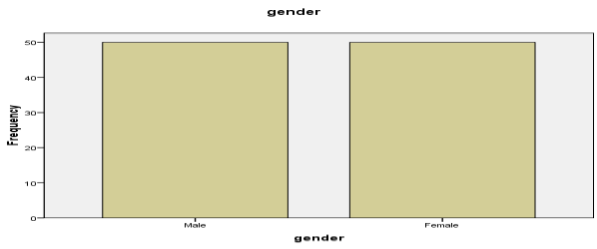
Survey procedures

Data is collected personally approaching those students of different departments of IUB (The Islamia University Bahawalpur) who are getting PEEF scholarship or got in previous, previous degree Questionnaires distributed to those students who were ready to take part in it.

Data analysis

SPSS 16 is used for statistical analysis for testing hypothesis. Regression, correlation and moderation test are run to find out the relationship among constructs and hypothesis are accepted and rejected on this basis.

Frequencies:

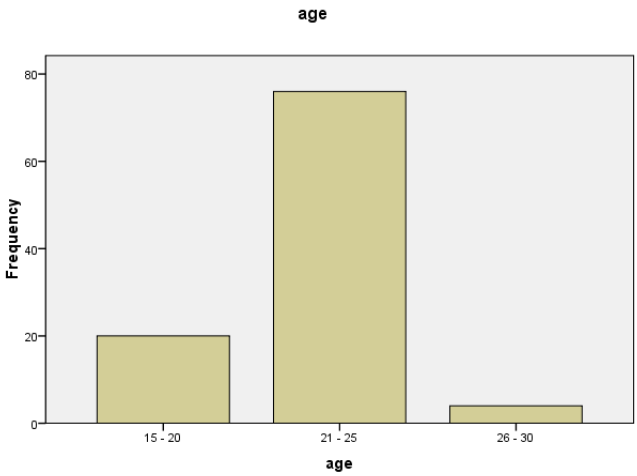


Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	50	50.0	50.0	50.0
	Female	50	50.0	50.0	100.0
	Total	100	100.0	100.0	

This Graph and table show that 50% of respondent were male and 50% were female.

Graph # 2

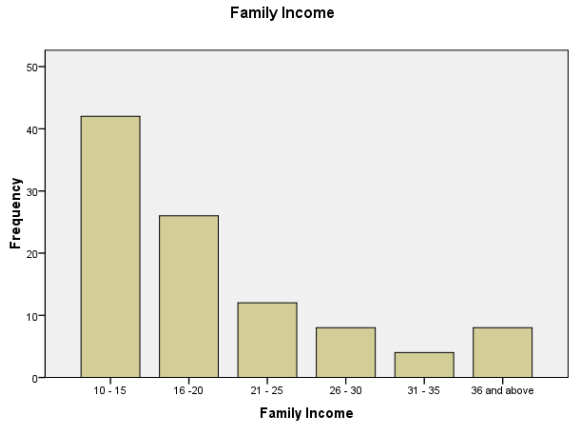


Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15 - 20	20	20.0	20.0	20.0
	21 - 25	76	76.0	76.0	96.0
	26 - 30	4	4.0	4.0	100.0
	Total	100	100.0	100.0	

This graph and table show that 20 respondent age was between 15 to 20 year, 76 respondent family age was between 21 to 25 year and 4 respondent age was between 26 to 30 years.

Graph # 3



Family Income

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	10 - 15	42	42.0	42.0	42.0
	16 -20	26	26.0	26.0	68.0
	21 - 25	12	12.0	12.0	80.0
	26 - 30	8	8.0	8.0	88.0
	31 - 35	4	4.0	4.0	92.0
	36 and above	8	8.0	8.0	100.0
	Total	100	100.0	100.0	

This graph and table show that family income of 42 respondents was between 10 to 15 thousand, 26 respondent family incomes was between 16 to 20 thousand, 12 people family income was between 21 to 25 thousands, 8 respondent has family income between 26 to 30 thousand, 4 respondent has family income between 31 to 35 thousand and 8 respondent has family income between 36 thousand and above.

Analysis and Results

7.1 Correlation and Regression Analysis

H1= There is positive relationship between Assignment and performance

Correlations

		Assignment	Performance
Assignment	Pearson Correlation	1	.685**
	Sig. (2-tailed)		.000
	N	100	100
Performance	Pearson Correlation	.685**	1
	Sig. (2-tailed)	.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation table show that value of Pearson correlation for performance is .685 and sig value less than .01 so there is positive and strong relationship between assignment and performance. So H1 is accepted on the basis of correlation.

Regression:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.685[a]	.470	.464	.39109

a. Predictors: (Constant), Assignment

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.268	1	13.268	86.748	.000[a]
	Residual	14.989	98	.153		
	Total	28.258	99			

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.872	.120		7.251	.000
	Assignment	.527	.057	.685	9.314	.000

a. Dependent Variable: Performance

Regression analysis tells that R square value in model summary is .470 which means 47% change in performance is accounted by assignment. In ANOVA table sig or P value is less than .05 and .01 and F (1, 98) = 86.75 so predicting or forecasting performance from assignment is significant statistically. And Beta = .685 and sig value = .000 in coefficient table also show that there is positive and strong relationship among independent variable assignment and dependent variable performance. So H1 is also accepted on the basis of regression analysis.

H2= There is relationship between attendance and Performance

Correlations

		Performance	Attendance
Performance	Pearson Correlation	1	.578**
	Sig. (2-tailed)		.000
	N	100	100
Attendance	Pearson Correlation	.578**	1
	Sig. (2-tailed)	.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation table show that value of Pearson correlation for performance is .578 and sig value less than .01 so there is positive and strong relationship between attendance and performance. So H2 is accepted on the basis of correlation.

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.578[a]	.334	.328	.43808

a. Predictors: (Constant), Attendance

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.450	1	9.450	49.244	.000[a]
	Residual	18.807	98	.192		
	Total	28.258	99			

a. Predictors: (Constant), Attendance

b. Dependent Variable: Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.003	.139		7.193	.000
	Attendance	.441	.063	.578	7.017	.000

a. Dependent Variable: Performance

Regression analysis tells that R square value in model summary is .334 which means 33.4% change in performance is accounted by attendance. In ANOVA table sig or P value is less than .05 and .01 and F (1, 98) = 49.24 so predicting or forecasting performance from attendance is significant statistically. And Beta = .578 and sig value = .000 in coefficient table also show that there is positive and strong relationship among independent variable attendance and dependent variable performance. So H2 is also accepted on the basis of regression analysis.

H3= There is relationship among Projects and Performance

Correlations

		Performance	Projects
Performance	Pearson Correlation	1	.641**
	Sig. (2-tailed)		.000
	N	100	100
Projects	Pearson Correlation	.641**	1
	Sig. (2-tailed)	.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation table show that value of Pearson correlation for performance is .641 and sig value less than .01 so there is positive and strong relationship between projects and performance. So H3 is accepted on the basis of correlation.

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.641[a]	.411	.405	.41203

a. Predictors: (Constant), Projects

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.620	1	11.620	68.445	.000[a]
	Residual	16.638	98	.170		
	Total	28.258	99			

a. Predictors: (Constant), Projects

b. Dependent Variable: Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.956	.125		7.647	.000
	Projects	.503	.061	.641	8.273	.000

a. Dependent Variable: Performance

Regression

analysis tells that R square value in model summary is .411 which means 41.1% change in performance is accounted by performance. In ANOVA table sig or P value is less than .05 and .01 and F (1, 98) = 68.45 so predicting or forecasting performance from projects is significant statistically. And Beta = .641 and sig value = .000 in coefficient table also show that there is positive and strong relationship among independent variable projects and dependent variable performance. So H3 is also accepted on the basis of regression analysis.

H4= There is relationship among Seminars and Performance

Correlations

		Performance	Seminars
Performance	Pearson Correlation	1	.735**
	Sig. (2-tailed)		.000
	N	100	100
Seminars	Pearson Correlation	.735**	1
	Sig. (2-tailed)	.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation table show that value of Pearson correlation for performance is .735 and sig value less than .01 so there is positive and strong relationship between seminars and performance. So H4 is accepted on the basis of correlation.

Regression:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.735[a]	.541	.536	.36384

a. Predictors: (Constant), Seminars

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.285	1	15.285	115.463	.000[a]
	Residual	12.973	98	.132		
	Total	28.258	99			

a. Predictors: (Constant), Seminars

b. Dependent Variable: Performance

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.559	.133		4.207	.000
	Seminars	.744	.069	.735	10.745	.000

a. Dependent Variable: Performance

Regression analysis tells that R square value in model summary is .541 which means 54.1% change in performance is accounted by seminars. In ANOVA table sig or P value is less than .05 and .01 and F (1, 98) = 115.46 so predicting or forecasting performance from seminars is significant statistically. And Beta = .735 and sig value = .000 in coefficient table also show that there is positive and strong relationship among independent variable seminars and dependent variable performance. So H4 is also accepted on the basis of regression analysis.

H5= There is relationship among Formal Exams and Performance

Correlations

		Performance	Formal Exams
Performance	Pearson Correlation	1	.590**
	Sig. (2-tailed)		.000
	N	100	100
Formal Exams	Pearson Correlation	.590**	1
	Sig. (2-tailed)	.000	
	N	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

Correlation table show that value of Pearson correlation for performance is .590 and sig value less than .01 so there is positive and strong relationship between Formal Exams and performance. So H5 is accepted on the basis of correlation.

Regression:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.590[a]	.348	.341	.43366

a. Predictors: (Constant), Formal Exams

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9.827	1	9.827	52.256	.000[a]
	Residual	18.430	98	.188		
	Total	28.258	99			

a. Predictors: (Constant), Formal Exams

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.839	.157		5.335	.000
	Formal Exams	.611	.085	.590	7.229	.000

a. Dependent Variable: Performance

Regression analysis tells that R square value in model summary is .348 which means 34.8% change in performance is accounted by seminars. In ANOVA table sig or P value is less than .05 and .01 and F (1, 98) = 52.26 so predicting or forecasting performance from Formal Exams is significant statistically. And Beta = .590 and sig value = .000 in coefficient table also show that there is positive and strong relationship among independent variable Formal Exams and dependent variable performance. So H5 is also accepted on the basis of regression analysis.

H6= Scholarship moderates the relationship of Assignment and performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.789[a]	.623	.615	.33130	.623	80.226	2	97	.000
2	.790[b]	.623	.612	.33293	.000	.052	1	96	.820

a. Predictors: (Constant), Scholarship, Assignment

b. Predictors: (Constant), Scholarship, Assignment, Moderator1

In this table sig. F change value in second row > .05 and R square change value is .000 so scholarship does not moderate the relationship of assignment and performance. So H6 is rejected.

H7= Scholarship moderates the relationship of attendance and performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.765[a]	.586	.577	.34744	.586	68.540	2	97	.000
2	.779[b]	.607	.595	.34014	.021	5.208	1	96	.025

a. Predictors: (Constant), Attendance, Scholarship

b. Predictors: (Constant), Attendance, Scholarship, Moderator2

In this table sig. F change value = .025 in second row < .05 and R square change value is .021 so scholarship moderate the relationship of attendance and performance. So H7 is accepted.

H8= Scholarship moderates the relationship of Projects and performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.772[a]	.596	.588	.34295	.596	71.625	2	97	.000
2	.772[b]	.596	.584	.34470	.000	.022	1	96	.882

a. Predictors: (Constant), Projects, Scholarship

b. Predictors: (Constant), Projects, Scholarship,

In this table sig. F change value = .882 in second row >.05 and R square change value is .000 so scholarship does not moderate the relationship of projects and performance. So H8 is rejected.

H9= Scholarship moderates the relationship of Seminars and performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.818[a]	.669	.662	.31038	.669	98.161	2	97	.000
2	.818[b]	.669	.659	.31198	.000	.007	1	96	.934

a. Predictors: (Constant), Seminars, Scholarship

b. Predictors: (Constant), Seminars, Scholarship, Moderator4

In this table sig. F change value = .934 in second row >.05 and R square change value is .000 so scholarship does not moderate the relationship of seminars and performance. So H9 is rejected.

H10= Scholarship moderates the relationship of Formal Exams and performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.793[a]	.629	.621	.32894	.629	82.077	2	97	.000
2	.795[b]	.631	.620	.32939	.003	.735	1	96	.393

a. Predictors: (Constant), Formal Exams, Scholarship

b. Predictors: (Constant), Formal Exams, Scholarship, Moderator5

In this table sig. F change value = .393 in second row >.05 and R square change value is .003 so scholarship does not moderate the relationship of Formal Exams and performance. So H10 is also rejected.

Correlation Table

Correlations

		Scholarship	Assignment	Attendance	Projects	Seminars	Formal Exams	Performance
Scholarship	Pearson Correlation	1	.582**	.481**	.566**	.578**	.389**	.718**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	100	100	100	100	100	100	100
Assignment	Pearson Correlation	.582**	1	.574**	.749**	.667**	.548**	.685**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	100	100	100	100	100	100	100
Attendance	Pearson Correlation	.481**	.574**	1	.644**	.629**	.580**	.578**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	100	100	100	100	100	100	100
Projects	Pearson Correlation	.566**	.749**	.644**	1	.793**	.562**	.641**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	100	100	100	100	100	100	100
Seminars	Pearson Correlation	.578**	.667**	.629**	.793**	1	.577**	.735**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	100	100	100	100	100	100	100
Formal Exams	Pearson Correlation	.389**	.548**	.580**	.562**	.577**	1	.590**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	100	100	100	100	100	100	100

Collinearity Test

Coefficients[a]

Model		Collinearity Statistics	
		Tolerance	VIF
1	Assignment	.405	2.468
	Attendance	.495	2.021
	Projects	.271	3.690
	Seminars	.331	3.024
	Formal Exams	.566	1.766

a. Dependent Variable: Performance

VIF (variance inflation factors) of all variable is less than 5 so we can say there is no multi colinearity among variables.

Conclusion

Previous chapters were consisted on introduction, literature review, and development of hypothesis, research methodology and results and findings. This chapter conclude our whole discussion or see we have achieved our objectives or not. Our first objective was to check the relationship among assignment and performance; on the basis of our analysis and results it is found that there is significant relationship between assignment and performance. Second objective was to check the relationship between attendance and performance, it is also found from the results that between these variables attendance and performance there is significant relationship. Other objectives also fulfilled, from the results it is found that there is significant relationship among projects and performance, seminars and performance and formal exams and performance. The results and findings shows that scholarship moderate the relationship of attendance and performance, but scholarship does not moderate or has not any moderation effect on the relationship of assignment and performance. It is found from the results and findings that scholarship has not any moderation effect on the relationship of projects and performance. It is also found from results that scholarship does not moderate the relationship of seminars and performance. It is found from the study results that scholarship has not any moderation effect on the relationship of formal exams and performance. Our last objective was to see whether the scholarship is granted to those students whose family income was less than 15000 and 30000 thousand or financially weak. If the student is enrolled in university after 12 year and 14 year education than according to PEEF criteria PEEF scholarship granted to those students whose family income was less than 15000. Graph no 3 and table in frequencies show that family income of 42 respondents was between 10 to 15 thousand, 26 respondent family incomes was between 16 to 20 thousand, 12 people family income was between 21 to 25 thousands, 8 respondent has family income between 26 to 30 thousand, 4 respondent has family income between 31 to 35 thousand and 8 respondent has family income between 36 thousand and above. This graph description tells that majority of respondent family income is less than 30000 so it is according to criteria and scholarship is granted deserving or financially weak students. But 12% respondent has

family income greater than 30 and 35 thousand these are those people who are past beneficiaries of PEEF scholarship and passed out from the universities and doing any job or May got PEEF scholarship by corruption. If we see correlation table of all variables than it is clear that scholarship has positive relationship with all variables such as assignment, attendance, projects, seminars, formal exam and performance. Scholarship is financial aid so it is help in assignments, projects, formal exams and seminars financially in this way students approach to better resources for projects completion and conducting seminar and help in buying supporting material like books, notes and etc. and motivate students to attend classes and relive students from doing any job during study. In this way the overall performance of students increases due to scholarship.

Limitation of and Future Research

As we know there is certain limitation of study. So this study has its own limitation. Study faced much limitation due to time constraints and resources. First limitation is that we had covered small geographical area we had collected data from only IUB Student while PEEF scholarship is granted to overall Punjab partner universities so next those universities should include in research for more accurate results. Second limitation is that data is collected from single source self-administered questionnaire, if both interviews and questionnaire are used for data collection than more accurate results can be found. Time limitation and resource limitation also included in it we have to complete this study in limited time and we are students and we don’t have enough resources for conducting this study.

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