

Perceived economic benefits of NVSU-Student Credit Cooperative among student-member enrolled in Bachelor of Science in Cooperative Development and its correlation to their academic performance

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Abstract

This study aims to describe and analyze the perceived economic benefits provided by the NVSU-Student Credit Cooperative and examine their correlation with the academic performance of student-members enrolled in the Bachelor of Science in Cooperative Development program. The study involved 40 student-members currently enrolled in the program. Data were analyzed using appropriate statistical tools, with hypotheses tested at the 0.05 level of significance. Findings indicate that respondents perceive their membership in the cooperative as economically beneficial to their socio-economic well-being. Additionally, student-members demonstrated satisfactory academic performance in their cooperative-related business major subjects. However, statistical analysis revealed no significant relationship between the economic benefits received from the cooperative and their academic performance. Based on these findings, the study recommends strengthening the NVSU-Student Credit Cooperative through campus-wide orientation seminars to encourage membership among students from various degree programs. Moreover, other potential factors influencing academic performance should be identified and addressed by both students and faculty to further enhance the academic success of BS Cooperative Development students.

Keywords: student credit cooperative, economic benefits, academic performance, cooperative development

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1. Introduction

Cooperative enterprises, commonly known as cooperatives, are member-owned and democratically governed organizations that integrate the interests of consumers and producers within a single institutional framework. These organizations are designed to address systemic economic challenges such as market inefficiencies, unequal access to resources, and limited availability of essential services (International Cooperative Alliance [ICA], 2018). Through their member-centered structure, cooperatives provide critical services, particularly in underserved communities, including affordable food distribution, rural electrification, accessible financial services, low-cost housing, and culturally responsive goods and services. By placing ownership and decision-making authority in the hands of members, cooperatives promote an inclusive economic model that prioritizes collective welfare, social equity, and sustainable development rather than profit maximization.

The ICA (2018) defines a cooperative as “an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly owned and democratically controlled enterprise” (p. 4). Beyond economic functions, cooperatives facilitate social empowerment and community development by promoting financial inclusion, participatory governance, and sustainable economic practices (Castillo, 2017). These principles are highly relevant to the educational sector, where institutions aim not only to transmit knowledge but also to cultivate socially responsible, economically capable, and community-oriented individuals.

In the Philippine context, the Cooperative Development Authority (CDA) recognizes cooperatives as vital instruments for improving the socio-economic well-being of members. According to Article 3, Section 1 of the Philippine Cooperative Code of 2008 (Republic Act No. 9520), the primary objective of cooperatives is to provide goods and services that enable members to increase their income, savings, investments, productivity, and purchasing power. Additionally, cooperatives promote the equitable distribution of net surplus among members while fostering the development of business, managerial, and entrepreneurial skills, particularly among marginalized and low-income groups (R.A. 9520, Art. 7). Through democratic governance based on the principle of “one member, one vote,” cooperatives empower individuals to actively participate in decision-making processes regardless of financial capacity (ICA, 2018).

Within educational institutions, cooperatives serve not only as economic support systems but also as experiential learning platforms. Faculty and practitioners integrate cooperative principles into instruction, mentoring students in governance and practical application. Participation in cooperatives allows students to develop competencies in leadership, entrepreneurship, financial literacy, and responsible citizenship. Consequently, higher education institutions function as incubators of cooperative values by establishing student cooperatives, embedding cooperative education in curricula, and providing institutional support for cooperative initiatives.

Steinberg (1986) emphasized the critical role of organizations in modern society, asserting that individuals rely on structured institutions to address collective concerns. In educational settings, cooperative organizations bridge the gap between theoretical knowledge and practical economic participation. Student cooperatives provide structured environments where learners experience democratic leadership, financial management, and collective decision-making. These experiences are particularly valuable for students with limited financial resources, as cooperatives often provide accessible savings programs, credit facilities, and opportunities for small-scale entrepreneurship to support academic and personal development.

A prominent example of institutional integration is the Nueva Vizcaya State University–Student Credit Cooperative (NVSU-SCC), a duly registered cooperative under the CDA. The NVSU-SCC addresses the economic, social, and cultural needs of student members through principles of self-help, mutual assistance, and democratic participation. The cooperative offers student loan programs, savings opportunities, micro-financing for small businesses, and access to academic necessities such as school supplies, printing services, and affordable merchandise.

For students enrolled in the Bachelor of Science in Cooperatives (BS Coop) program, the cooperative functions as a practical learning environment where theoretical concepts are applied in real-world contexts. Active participation in cooperative operations enables students to gain hands-on experience in management, financial administration, and organizational leadership, guided by faculty and cooperative mentors. These experiences help ensure that cooperative activities reinforce educational objectives while cultivating responsible and skilled graduates. The cooperative movement in the Philippines also contributes to the achievement of multiple United Nations Sustainable Development Goals (SDGs), including poverty reduction, food security, decent work and economic growth, responsible consumption, reduction of inequalities, climate action, and institutional strengthening (Castillo, 2017). Student cooperatives advance these global goals by producing graduates with cooperative values, entrepreneurial competencies, and strong commitments to community development.

Despite the acknowledged benefits of cooperatives in education, empirical research examining the direct relationship between student participation and academic performance remains limited. While student cooperatives are recognized for providing financial support and experiential learning, the extent to which these benefits influence academic outcomes, learning experiences, and overall educational development is not well documented.

Addressing this gap, the present study investigates the contributions of the NVSU-Student Credit Cooperative to the academic performance of BS Coop students at Nueva Vizcaya State University. Specifically, the study examines how cooperative membership and engagement support students' financial capabilities, entrepreneurial skills, and academic success. By exploring these relationships, the research provides insights for educational institutions, faculty, cooperative practitioners, and policymakers aiming to strengthen cooperative-based programs that enhance student empowerment, sustainable development, and inclusive economic participation.

1.1 Objectives

The main purpose of this research study is to assess the perceived economic influence of Nueva Vizcaya State University -Student Credit Cooperative among Student-Members of Bachelor of Science in Cooperative Department. It sought to answer the following specific research problems.

1. What is the respondent's perception on the economic benefits of NVSU credit cooperative?
2. What is the level of academic performance of the respondents on their major subjects as reflected in their general average?
3. Is there a significant relationship between NVSU credit cooperative economic benefits on the academic performance of Bachelor of Science in Cooperative Development Students?

2. Review of Literature

Cooperatives have historically served as vital mechanisms for collective action, enabling individuals to mobilize shared resources to achieve common economic and social objectives that may be difficult to attain independently. As highlighted by Tchami (2007), the underlying purpose of cooperative organizations is to foster collaboration, mutual assistance, and shared responsiveness to external threats and socio-economic challenges. Beyond their economic functions, cooperatives operate as social institutions that empower communities—especially marginalized groups—by facilitating access to capital, collective bargaining, and social support. This

dual role underscores the potential value of integrating cooperative principles into educational frameworks to cultivate collaboration, civic engagement, and social responsibility among learners.

Within the Philippine development context, national policy frameworks have increasingly recognized cooperatives as strategic partners in promoting equitable growth and financial inclusion. The **Philippine Development Plan (2011–2016)** explicitly underscored the importance of cooperatives in advancing inclusive economic growth, enhancing local capital formation, and reducing poverty by channeling grassroots savings into productive activities. With effective policy support and institutional oversight, cooperatives are positioned to stimulate local production, generate employment, and expand access to goods and services across underserved communities. This development paradigm reinforces the need for educational programs—such as cooperative education, financial literacy, and entrepreneurship—to equip students with the knowledge and skills necessary to participate meaningfully in community-based economic initiatives.

Responding to sectoral needs, the Cooperative Development Authority (CDA) has broadened its mandate beyond accreditation to include capacity-building and research engagement with higher education institutions. Castillo (2017) reported that the CDA has established collaborative partnerships with both public and private universities and colleges to support training-of-trainers programs, joint research, and curriculum development in cooperative studies. The proposed establishment of a Cooperative College is intended to institutionalize cooperative education through formal degree programs and non-formal learning pathways, while also strengthening evidence-based policy development for the cooperative sector. These advancements present opportunities for educators to incorporate experiential learning and community-engaged research into academic curricula.

Socioeconomic status remains a critical determinant of educational outcomes. Students from low-income households frequently experience barriers related to limited access to essential learning resources, technological tools, and stable academic support, which can negatively affect their academic performance. Research by Guirit, Dumarán, Zamora, and Heramil (2015) highlights how household income, primary income sources, and parental educational attainment influence student achievement. These findings suggest that educators should adopt inclusive pedagogical approaches, provide differentiated instructional support, and implement institutional mechanisms that address the broader socio-economic disparities affecting learners.

Economic pressures also shape student engagement and academic success. Guirit et al. (2015) further observed that students from financially disadvantaged families often undertake part-time or night-shift employment to support their education, reducing the time available for academic study and engagement. Conversely, students from more financially secure backgrounds are better positioned to devote undivided attention to their academic responsibilities. These dynamics point to the necessity of flexible learning arrangements, targeted financial aid, work-study programs, and comprehensive academic advising services that help students manage the interplay between economic obligations and academic demands.

Variations in family financial stability are also influenced by employment type. Dumarán, Zamora, and Heramil (2015) found that families with consistent income streams—such as those associated with formal government employment—are more likely to provide stable financial support for student education. For policymakers and educational administrators, this highlights the importance of designing financial assistance programs that reflect the differential economic circumstances of students and ensure equitable access to educational opportunities.

Class attendance has been extensively associated with academic performance. According to Gray and Perkins (2018), regular attendance enhances student engagement with course content, increases participation in collaborative learning activities, and correlates positively with academic achievement. This suggests that institutional policies, pedagogical practices, and early intervention systems that support consistent student attendance can be instrumental in improving educational outcomes.

While financial support plays a role in academic success, its effects are not uniform across all student populations. Roksa and Kinsley (2019) found that financial resources from families disproportionately benefit continuing-generation students compared with first-generation college students. For first-generation learners, factors such as resilience, mentoring, institutional engagement, and peer support are more strongly correlated with success. This insight highlights the need for holistic student support systems that extend beyond financial assistance to include mentorship initiatives, social integration programs, and community-building opportunities within academic settings.

Academic outcomes are shaped by a complex constellation of factors encompassing personal aptitudes, gender, socio-economic conditions, and prior educational preparation. Hanson (2000) emphasized the multidimensional determinants of academic performance, while Simmons et al. (2005) showed that family income, enrollment status, financial aid, and academic readiness significantly influence first-year persistence in college. These studies affirm the importance of comprehensive institutional support services that address both academic and socio-economic dimensions of student success. Predictive indicators of academic achievement have also been explored in the literature. Garton et al. (2000) demonstrated that standardized test scores (e.g., ACT composite scores), high school grade point averages, and class rankings serve as reliable predictors of freshmen academic performance. These traditional performance metrics provide educators and academic advisors with valuable criteria to identify at-risk students and design targeted interventions.

Effective study practices are another crucial dimension of academic success. Sleight and Mavis (2006) reported that students who engage in the active construction of personalized study aids—such as summaries, concept maps, and annotated notes—tend to demonstrate deeper engagement and conceptual mastery of course material. In support of these strategies, educators can incorporate structured activities that promote synthesis, reflection, and active learning. Finally, time management outside formal class hours has been identified as a significant determinant of academic achievement. Ivy (2019) found that anticipated course grades were closely associated with the amount of time students devoted to independent study. Structured study schedules, disciplined learning routines, and integrated academic support services—such as study skills workshops and academic coaching—can help students optimize their out-of-class study time.

Collectively, this body of literature underscores the **interconnected nature of socioeconomic conditions, institutional supports, learning behaviors, and student engagement** in shaping academic performance. For educators, administrators, policymakers, and cooperative practitioners, these findings advocate for collaborative, inclusive, and resource-sensitive educational strategies that respond to the academic and socio-economic realities of learners.

3. Methodology

Research Design - This study employed a quantitative research design, utilizing statistical, mathematical, and computational techniques to systematically collect and analyze numerical data. The quantitative approach was selected for its capacity to provide objective, replicable, and generalizable findings across the defined population. By applying structured measurement and statistical analyses, the study aimed to examine the relationships between cooperative participation and perceived economic benefits, as well as academic performance among student-members.

Participants and Sampling - The study population comprised student-members of the Nueva Vizcaya State University (NVSU) Student Credit Cooperative who are enrolled in the Bachelor of Science in Cooperative Development program. From a total of 80 registered student-members, a sample of 40 respondents (50% of the population) was selected using simple random sampling. This probability-based sampling technique ensured that every individual in the population had an equal likelihood of inclusion, thereby minimizing selection bias and enhancing the representativeness of the sample.

Data Collection Instrument - Primary data were collected through a structured survey, the Economic Benefits

Questionnaire (EBQ), developed to measure student-members' perceived economic benefits from cooperative participation. The EBQ contained 20 items adapted from the cooperative economic impact framework proposed by Deller et al. (2009) and tailored to the socio-economic context and academic environment of NVSU student-members. Content validity was established through a panel review by faculty experts from the Department of Cooperative Development, who assessed the instrument for clarity, relevance, and alignment with the research objectives. Suggested modifications were incorporated to optimize validity prior to survey administration. Responses were recorded on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), with weighted mean scores interpreted as follows: 4.51–5.00 (Very Beneficial), 3.51–4.50 (Beneficial), 2.51–3.50 (Moderately Beneficial), 1.51–2.50 (Not Beneficial), and 1.00–1.50 (Strongly Not Beneficial). Internal consistency reliability was assessed using Cronbach's alpha, which yielded a coefficient of 0.923, indicating excellent reliability and exceeding the 0.70 threshold commonly accepted in social science research.

Academic Performance Measurement - Academic performance was operationalized using an Academic Performance Scale derived from official university records. Respondents' grade point averages (GPAs) in major subjects from their second to fourth-year levels were obtained to provide an objective measure of scholastic achievement. Academic standing was categorized according to the institutional grading system as follows: 1.00–1.25 (Outstanding), 1.50–1.75 (Very Satisfactory), 2.00–2.50 (Satisfactory), 2.75–3.00 (Fair), and 4.00–5.00 (Needs Improvement). This standardized classification enabled consistent and meaningful comparisons between academic performance and perceived economic benefits within the study.

Data Analysis - Data were analyzed using descriptive and inferential statistical techniques. Weighted mean scores and standard deviations were computed to assess the perceived economic benefits of cooperative participation. Correlational analyses were performed to examine potential relationships between cooperative participation, perceived economic benefits, and academic performance. The methodological rigor, including the use of validated instruments, reliable measurement scales, and probability sampling, aligns this study with recognized international standards in quantitative social science research.

Ethical Considerations - Ethical compliance was maintained throughout the study, including participant anonymity, voluntary participation, and transparency regarding the research objectives. All responses were coded to protect individual identities, and findings were reported in aggregate to avoid any potential disclosure of personal information.

4. Discussion of Results

The data collected were presented, analyzed and interpreted to determine the perceived economic benefits of the NVSU –Student Credit Cooperative among the Bachelor of Science in Cooperative Development Students and its relationship to their academic performance. The data were gathered through the administration of various instruments. The tabular presentation and discussion were organized following the sequence of the statement of the problems.

What is the respondent's assessment on economic benefits of NVSU-Student Credit Cooperative among Students-members enrolled in Bachelor of Science in Cooperative Development?

Table 1

Respondents' Assessment on the Economic Influence of NVSU Student Credit Cooperative

Economic Influence	Mean	Qualitative Description
It helps create competition between local markets that exists within the vicinity of the school, promote collaborative entrepreneurship among its members	4.18	Agree
The student cooperatives aim to provide goods and services at affordable price.	4.53	Strongly Agree
Student cooperatives provides minimal interest on loans	4.48	Agree
The student cooperatives aim to protect the rights of people both as owner and consumers	4.52	Strongly Agree
It builds a peaceful community	3.58	Agree
The Cooperative helps reduce poverty	4.47	Agree
The student cooperatives provide access to affordable credit and financial services	4.51	Strongly Agree
The Cooperative can boost economic growth through risk mitigation that results to increased investment	4.45	Agree

The Cooperative seeks to prevent exploitation of student interest	4.21	Agree
It provides a higher and more personalized customer service	4.46	Agree
The student cooperatives contribute significantly to social integrations	4.54	Strongly Agree
Student cooperatives contribute significantly to social integrations	4.32	Agree
It promotes mutual understanding and education among the members in general	4.08	Agree
It directly answers school needs, adjusted to local concerns in terms of goods and services	4.49	Agree
Student cooperatives create decent life for individual students	3.22	Moderately Agree
The cooperative adjusted to local concerns in terms of goods and services,	4.22	Agree
The cooperative builds a peaceful community and helps reduce poverty	4.15	Agree
The cooperative provides higher and more personalized customer service that increase affordability of supplies and services for cooperative student members.	4.47	Agree
Student cooperatives encourage and assist members to use borrowed money to start a small business	4.55	Strongly Agree
Cooperative play as a key role for spiritual and social care, and developed cordial and interpersonal relationship among its members.	4.45	Agree
The cooperative promotes equality and gender empowerment,	4.16	Agree
Overall Mean	4.29	Beneficial

Table 1 presents the respondents' assessment of the economic benefits of the NVSU Student Credit Cooperative among student-members enrolled in the Bachelor of Science in Cooperative Development program. The results indicate that respondents generally perceive the cooperative as economically beneficial, as reflected in the overall mean score of **4.29**, interpreted as **Beneficial**. This finding suggests that the cooperative plays a significant role in supporting the economic well-being of student-members while simultaneously contributing to their social and educational development within the university community.

In particular, respondents strongly agreed that student cooperatives provide goods and services at affordable prices ($M = 4.53$), protect the rights of individuals as both owners and consumers ($M = 4.52$), and facilitate access to affordable credit and financial services ($M = 4.51$). High levels of agreement were also observed for statements indicating that the cooperative contributes significantly to social integration ($M = 4.54$) and encourages members to utilize borrowed funds to establish small businesses ($M = 4.55$). These results underscore the cooperative's role not only as a financial support mechanism but also as an enabling platform for entrepreneurial development, financial inclusion, and community engagement among students. Furthermore, respondents agreed that the cooperative provides loans with minimal interest, protects students from financial exploitation, and promotes mutual understanding and educational development among members.

The cooperative was also perceived as responsive to institutional needs by supplying essential goods and services within the school environment. In addition, respondents acknowledged the cooperative's contributions to gender equality and empowerment, risk mitigation in economic activities, and the promotion of collaborative entrepreneurship. The cooperative was likewise viewed as fostering peaceful and cooperative community relationships while delivering personalized customer services tailored to student-members. However, the statement indicating that student cooperatives create a decent life for individual students obtained a comparatively lower mean score ($M = 3.22$), which reflects only moderate agreement among respondents. This suggests that although the cooperative contributes positively to student welfare, its direct influence on improving students' overall standard of living may remain limited. This outcome may be attributed to factors such as the modest scale of cooperative financial services, limited capital resources, or the short-term nature of students' membership. Consequently, strengthening financial programs and expanding economic opportunities within the cooperative may further enhance its impact on students' long-term economic well-being.

From an educational perspective, these findings offer several important implications for educational practitioners, students, and higher education institutions. For educators and academic practitioners, the results demonstrate that student cooperatives can function as effective experiential learning environments where theoretical concepts related to cooperative management, entrepreneurship, financial literacy, and social responsibility are applied in practical contexts. Integrating cooperative participation into classroom instruction, case studies, and project-based learning activities may enhance students' practical understanding of cooperative governance, financial management, and collective economic decision-making.

For students, participation in cooperative activities provides meaningful opportunities to develop financial management skills, entrepreneurial competencies, leadership capabilities, and collaborative decision-making abilities. Engagement in cooperative operations—particularly through borrowing funds to initiate small business activities—enables students to gain valuable practical exposure to real-world economic processes. Such experiences can enhance students' preparedness for future professional careers, entrepreneurial ventures, and participation in cooperative enterprises.

For higher education institutions, the findings highlight the importance of providing sustained institutional support for student cooperatives as part of broader student development and community engagement initiatives. Universities may strengthen these organizations by offering policy support, capacity-building programs, financial literacy training, and institutional partnerships that enhance cooperative sustainability and operational effectiveness. Moreover, integrating cooperative initiatives into entrepreneurship education, community extension programs, and inclusive economic participation frameworks can further maximize the developmental impact of student cooperatives within academic environments. Overall, the results suggest that student cooperatives serve as a vital mechanism for addressing students' financial needs by providing accessible credit, affordable goods and services, and opportunities for small-scale entrepreneurial activities. Through these functions, cooperatives contribute not only to the economic welfare of students but also to their holistic educational development, preparing them to become financially responsible, socially conscious, and economically productive members of society.

These findings support the work of Masuku and Mutangira (2016), who emphasized that cooperation remains a traditional yet effective approach for addressing socio-economic challenges through collective resource mobilization and shared benefits. Similarly, Ruhul and Mohammad (2014) argue that cooperatives are established to meet mutual needs and demonstrate how collective action enables individuals to achieve goals that would otherwise be difficult to accomplish independently. Within the context of higher education, the NVSU Student Credit Cooperative illustrates how cooperative structures can simultaneously foster economic empowerment, social cohesion, and practical learning experiences among students.

What is the level of academic performance of the respondents as reflected in their general average?

Table 2
Respondents' academic performance

Academic Performance	Mean	Qualitative Description
Cooperative Management	1.75	Very Satisfactory
Cooperative Marketing Management	2.00	Very Satisfactory
Human Resource Management	1.50	Very Satisfactory
Cooperative Credit and Collection	2.50	Satisfactory
Cooperative Product Management	1.75	Very Satisfactory
Cooperative Operations Management	2.25	Satisfactory
Retail Management	2.50	Satisfactory
Cooperative Financial Analysis and Reporting	2.75	Fair
Bus Law 1 (Law on Obligations and Contracts)	2.25	Satisfactory
Banking and Financial Institutions	1.50	Very Satisfactory
Taxation 2 (Business Taxation)	2.50	Satisfactory
Good Governance and Social Responsibility	1.75	Very Satisfactory
Bus Law 2 (Sales, Agency and Credit Transaction)	2.75	Fair
Entrepreneurial Management	1.50	Very Satisfactory
Managerial Accounting	2.50	Satisfactory
Cooperative Management	1.75	Very Satisfactory
Overall Mean	2.12	Satisfactory

Table 2 presents the academic performance of respondents in the major subjects included in the BS Cooperative program. The results indicate that the respondents obtained an overall mean grade of **2.12**, which is qualitatively described as **Satisfactory**. This suggests that students generally meet the academic requirements and performance standards expected within the program. Although the overall performance does not reach the higher levels of academic distinction, it reflects that most students are able to maintain the minimum competencies

required for college-level cooperative education. From an educational perspective, these findings imply that the existing curriculum and instructional approaches are reasonably effective in facilitating student learning, while still providing opportunities for further enhancement to strengthen mastery of key disciplinary competencies.

The data further reveal that the respondents achieved the highest mean grade of 1.50 (Very Satisfactory) in Human Resource Management, Banking and Financial Institutions, and Entrepreneurial Management. These results suggest that students demonstrate relatively stronger competence in areas related to management, leadership, and entrepreneurial development. Such performance may reflect the effectiveness of instructional strategies commonly employed in these courses, including case-based discussions, applied management activities, and contextualized business examples. For educators and academic institutions, these results highlight the value of maintaining and expanding experiential learning opportunities such as internships, cooperative enterprise simulations, and community-based cooperative projects. These activities can further enhance students' ability to apply managerial and entrepreneurial concepts in practical settings, thereby strengthening their readiness for professional practice in the cooperative sector.

In contrast, the respondents recorded the lowest mean grade of 2.75 (Fair) in Cooperative Financial Analysis and Reporting and Business Law 2 (Sales, Agency, and Credit Transactions). This indicates that students encounter greater difficulty in subjects that require higher levels of analytical reasoning, technical financial competencies, and comprehension of legal frameworks. These areas often involve complex quantitative analysis and interpretation of legal provisions, which may present challenges for students without strong foundational knowledge. Consequently, educators may need to adopt more supportive instructional strategies, such as scaffolded learning activities, guided problem-solving sessions, and the integration of practical financial and legal case analyses. Curriculum planners may also consider strengthening prerequisite courses in accounting and legal fundamentals, offering supplemental tutorials, and incorporating digital learning tools that facilitate better understanding of complex financial and legal concepts.

The findings also carry important implications for students, particularly in developing stronger analytical, financial, and legal competencies that are essential for future cooperative managers and entrepreneurs. Active engagement in collaborative study groups, practice-based exercises, and academic support services may help students improve their comprehension of challenging subject areas. Participation in applied learning experiences can further bridge theoretical knowledge with real-world cooperative management practices. These results support the argument of Allen (2005), who emphasized that grading practices communicate multiple dimensions of student performance, including academic achievement, effort, behavior, and engagement. Grades therefore function not only as measures of performance but also as meaningful feedback mechanisms that help students identify their strengths and areas requiring improvement. For educators, this underscores the importance of employing assessment practices that both evaluate learning outcomes and promote continuous academic development.

The findings are also consistent with the study of Noor, Isa, and Mazhar (2020), which highlighted how the COVID-19 pandemic significantly disrupted educational systems worldwide, particularly in developing countries. The rapid transition from traditional face-to-face instruction to remote and blended learning modalities introduced new challenges for both students and educators. These challenges underscore the importance for educational institutions to strengthen flexible learning systems, expand access to digital learning resources, and provide professional development opportunities that enhance teachers' capacity to implement effective online and blended instructional strategies.

Furthermore, academic performance is influenced by a range of socio-economic and institutional factors, including parental education, family income, teacher expertise, student attendance, and access to learning resources such as textbooks, libraries, and laboratory facilities. According to Mushtaq Ahmad and Shabana Khan (2012), family-related challenges can negatively affect students' attitudes toward learning and reduce their academic engagement. Similarly, Maria Roman (2014) emphasized that the broader learning environment, including parental support and home conditions, plays a significant role in shaping students' academic success.

These insights highlight the importance for educational institutions to establish comprehensive support mechanisms, including academic advising, counseling services, and initiatives that encourage parental and community engagement.

Overall, the results suggest that while students in the BS Cooperative program demonstrate satisfactory academic performance, there remains a need to continuously improve instructional practices, strengthen academic support systems, and expand opportunities for experiential learning. By fostering collaboration among educators, students, and institutional support structures, higher education institutions can better equip learners with the competencies necessary for effective cooperative management, leadership, and entrepreneurship in professional practice.

Is there a significant relationship between economic impact of NVSU Credit Cooperative and academic performance of Bachelor of Science in Cooperative Development Student?

Table 3

Summary of Correlation between perceived economic impact and academic performance

Variables	r-value	r ² -value	p-value	Remarks
Perceived Economic benefits and level of academic performance	0.29	0.084	0.07	Not Significant

*Correlation is significant at 0.05 level

Table 3 presents the correlation analysis examining the relationship between perceived economic benefits and the level of academic performance among students. The results reveal that perceived economic benefits are not significantly associated with students' academic performance ($r = 0.29$, $p = 0.07$). Since the p-value exceeds the conventional significance level of 0.05, the null hypothesis is not rejected, indicating that the relationship between these variables is statistically insignificant. Furthermore, the coefficient of determination ($r^2 = 0.084$) suggests that perceived economic benefits account for only 8.40% of the variance in students' academic performance when considered independently. This relatively small proportion implies that the majority of variation in academic performance is likely influenced by other factors beyond perceived financial assistance provided by the NVSU Student Credit Cooperative.

These findings suggest that while financial support mechanisms such as cooperative-based credit services—may help alleviate certain economic pressures faced by students, such benefits alone do not necessarily translate into improved academic outcomes. Academic performance appears to be more strongly associated with personal, behavioral, and academic factors, including students' determination to complete their degree programs, consistent class attendance, effective study habits, and intrinsic motivation toward learning.

The present findings are consistent with the work of Roksa and Kinsley (2019), who emphasized that although financial resources and family support contribute to students' access to and persistence in higher education, they do not solely determine academic achievement. Similarly, Cavilla (2017) and Al Kurdi (2021) highlight the importance of self-concept and motivational alignment in enabling students to achieve their academic potential. When students' beliefs about their abilities align with their goals, behaviors, and learning strategies, they are more likely to perform successfully in academic environments. Moreover, studies conducted by Alhamad, Alsuwaidi, and Gbollie and Keamu indicate that highly motivated students tend to adopt adaptive learning strategies, maintain persistence in the face of academic challenges, and develop positive attitudes toward learning tasks. Complementing these findings, Nair et al. (2020) demonstrated that strong and consistent study habits are significantly associated with higher academic performance among university students.

From an educational perspective, the findings provide several practical implications. For educators and instructional practitioners, the results underscore the importance of not relying solely on financial support programs to improve academic outcomes. Instead, instructional strategies should focus on fostering student motivation, engagement, and effective learning behaviors. Integrating study-skills development, mentoring programs, and structured academic guidance may help students cultivate productive learning habits and enhance

their academic resilience. For students, the findings emphasize that academic success is largely dependent on individual effort, perseverance, and disciplined study practices. Even in situations where financial support is limited, students can still achieve academic success through strong motivation, consistent attendance, effective time management, and the adoption of efficient study strategies.

For higher education institutions, particularly those implementing cooperative-based financial assistance programs such as the NVSU Student Credit Cooperative, the results suggest that financial support initiatives should be complemented by comprehensive academic support services. Institutions may consider integrating tutoring programs, academic advising, time-management workshops, and motivational development programs to provide a more holistic framework for student success. Overall, the study highlights that while financial assistance plays an important role in reducing economic barriers to education, improving academic performance requires a multidimensional approach. Educational institutions should therefore address not only students' financial needs but also the cognitive, motivational, and behavioral factors that more directly influence academic achievement.

5. Conclusions

With the foregoing findings, the following conclusions were derived:

Respondents' Assessment of the Economic Benefits of NVSU Student Credit Cooperative - The NVSU Student Credit Cooperative is generally perceived as economically beneficial by Bachelor of Science in Cooperative Development students. Students strongly agreed that the cooperative provides goods and services at affordable prices, protects members' rights, facilitates access to affordable credit, encourages entrepreneurship, and promotes social integration. The cooperative also contributes to collaborative entrepreneurship, risk mitigation, gender equality, and personalized customer service, reflecting its role in supporting both economic and social well-being of members. However, its impact on creating a "decent life" for individual students was considered moderate, suggesting that its influence on overall student living standards may be limited. Overall, the cooperative serves not only as a financial support mechanism but also as an experiential learning platform, promoting practical skills in financial literacy, entrepreneurship, leadership, and social responsibility.

Level of Academic Performance of Respondents - Respondents' overall academic performance in the BS Cooperative Development program was deemed satisfactory. Students performed very well in subjects such as Human Resource Management, Banking and Financial Institutions, and Entrepreneurial Management, indicating strong competence in management, leadership, and entrepreneurial skills. Conversely, performance in Cooperative Financial Analysis and Reporting and Business Law 2 was fair, highlighting challenges in analytical, financial, and legal areas. These results suggest that while students meet program requirements, there is room to strengthen instructional strategies, particularly in technical and analytical subjects, and to expand experiential learning opportunities that reinforce practical application of theoretical knowledge.

Relationship Between Economic Benefits of the Cooperative and Academic Performance - The analysis revealed no significant relationship between perceived economic benefits and students' academic performance. The cooperative's economic support accounted for only a small portion of academic variation, indicating that academic success is influenced more by personal, behavioral, and academic factors than by financial assistance. These findings emphasize that while the cooperative reduces economic barriers, academic achievement largely depends on students' motivation, study habits, perseverance, and engagement with learning activities. Educational institutions should complement financial support programs with comprehensive academic guidance, mentoring, and skill-development initiatives to enhance overall student performance.

Recommendations - The following recommendations hence are offered:

Enhance Cooperative Services and Awareness – NVSU Student Credit Cooperative - The cooperative should continue offering affordable goods, services, and credit while expanding programs that directly improve student living standards. Initiatives could include targeted micro-loans for student-led entrepreneurial projects,

workshops on financial literacy, and mentorship programs connecting students with successful alumni entrepreneurs. Promotional campaigns highlighting these benefits can increase member engagement and ensure students fully utilize the cooperative's economic support.

Strengthen Experiential Learning Opportunities – NVSU Faculty and Program Coordinators - To reinforce the practical application of theoretical knowledge, faculty should integrate cooperative-related projects and case studies into courses. For example, students could manage mini-enterprises under cooperative guidance or conduct market analyses for cooperative products. This hands-on approach will improve competencies in financial analysis, business law, and entrepreneurial management while enhancing leadership and collaborative skills.

Targeted Academic Support in Technical Subjects – NVSU Academic Affairs - Given that performance in Cooperative Financial Analysis and Reporting and Business Law 2 was only fair, academic support services should be strengthened. This could include supplemental tutorials, peer-assisted learning sessions, and access to online resources. Faculty should also consider modular workshops or review sessions before exams to help students tackle complex financial and legal concepts more effectively.

Integrate Mentoring and Study Skills Programs – NVSU Student Affairs - Since academic performance is influenced more by personal motivation and study habits than by economic support, the university should implement structured mentoring programs. Senior students or alumni can provide guidance on effective study techniques, time management, and research skills. Group study sessions, coaching on goal setting, and peer accountability structures can further support consistent academic engagement.

Monitor and Evaluate Cooperative Impact – NVSU Research Office and Cooperative Management - To ensure the cooperative continues to meet student needs, regular assessment of its economic and social impact should be conducted. Surveys and focus group discussions can identify gaps in services, student satisfaction, and areas for improvement. Data from these evaluations can guide strategic planning, ensuring the cooperative remains both economically beneficial and educationally enriching.

Promote Entrepreneurship and Social Integration – NVSU Cooperative Development Program - Faculty and cooperative management should jointly organize entrepreneurship bootcamps, pitch competitions, and community engagement projects. Encouraging students to launch cooperative-supported ventures or participate in social initiatives strengthens both their entrepreneurial mindset and collaborative skills, while reinforcing the cooperative's role in promoting gender equality and social integration.

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