THE IMPLEMENTATION OF THE SCHOLARSHIP PROGRAMS AMONG THE STUDENT GRANTEES AND SCHOLARS OF KALINGA STATE UNIVERSITY

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ABSTRACT

The descriptive research looked into the implementation of the scholarship programs of the Kalinga State University.It specifically sought answers on the extent of implementation of the scholarship programs among the student grantees of Kalinga State University; the extent of the benefits derived from the scholarship programs encountered by the student grantees; and the degree of seriousness of the problems encountered by the student grantees in the implementation of the scholarship programs. Responses to the questionnaire were treated using a three-point scale, quantified through the weighted mean and further analyzed using Analysis of Variance (ANOVA). The t-Test was used to determine the significant differences along the variable of gender. The 120 student grantees of the Kalinga State University were the respondents of the study. It was found that the implementation of the scholarship programs by the scholars were perceived as much implemented, the scholars were moderately benefited by the scholarship programs and the problems encountered by the student grantees were moderately serious. It is recommended that the Sibling scholarship and DA-ACEF should be well- emphasized during orientation, the students should maintain the cut-off grade to enjoy their scholarship, the granting of scholarship should be based on the scholastic performance of the students, processing of scholarship papers should be improved by sponsoring agency, slots for scholarship programs should be properly disseminated, strict implementation in the implementation of scholarship grants, and the selection and approval of application should be based on the sound principle of 'first come, first serve' basis and the qualification of the applicants.

INTRODUCTION

Scholarship programs are usually established to help financially disadvantaged students to enter and continue education and to provide incentives to students to study certain collegiate courses. Financial may come in the form of scholarships, study loans, or study work programs and may be initiated and paid for either by the institution of higher learning.

Most institutions extend financial aid to its students in the form of scholarship, activity grants, services grants or discounts. Scholarships may be used on academic performance. As the name implies, academic scholarships are given in recognition of the students' academic excellence. They cover only tuition fees and do not include board and

lodging. The recipients of this type of scholarship are high school students who granted as valedictorians and salutatorians of their respective graduating classes.

Activity grants are scholarships given to students involved in particular school activities as those extended members of academic teams, glee clubs, athletic, school papers, students' council and school bands. Services grants are allowances given to students who are employed part-time in the schools, library and laboratories, offices, or as utilities. These students finish their courses as working students or library/laboratory assistants.

Likewise, special discounts are given to students under the honor section programs, and to children of faculty members or employees of the school. Sometimes family discounts are given to three or more brothers and sisters enrolled in the same institution.

In the Barangay Scholarship Program, pursuant to Section 393, paragraph 4, of the Local Government Code. This study grant is granted but limited to a maximum of two qualified and deserving children of Barangay Officials including Barangay Tanod and LupongTagapamayapa during the incumbency of the aforesaid officials. They shall enjoy one hundred percent tuition fee (KASC Student Handbook 2012).

In accordance with the constitutional mandate initiate scholarship in the arts, sciences and letter for gifted citizens. Republic Act No. 4090 was enacted which established the state scholarship council and took effect on June 19, 1966 annually a certain number of scholars are selected among the natural born Filipinos below 21 years of age or the basis of ability and need for financial assistance of scholars.

Most people assume that assessment has but one purpose that is to determine whether a program is good. Anderson (2004) presents six reasons why a program assessment should be conducted from time to time. The first reason is to contribute to decisions about program installation. This is sometimes called the need for a program evaluation of the adequacy of the conception, estimates of cost and operational feasibility and projections of

demand and support are important factors needed to make decisions about whether it implement a program and about the size and scope of the installation or coverage. Untold waste and harm can be prevented by sufficient attention to these factors.

Second, assessment contributes to decision about program continuation or expansion and the overall effectiveness or impact of a program in meeting its objectives. After a program is in operation; it is frequently important to monitor the continuing needs for such program, focusing on both intended and unintended outcomes.

These impact studies are usually called "summative" or "impact" evaluation can help in arriving at decisions or whether to continue a program, expand it or cut it back. The third purpose for an assessment is to contribute decisions about program modification and usually corresponds to formative evaluation. Feedback can be useful to program directors/implementers. An investigator trying to seek information useful for program improvement may look into a broad range of areas including (a) program objectives are valid and useful for attacking the needs of the program designed to serve. (b) Program content: Does the content of the program fit the backgrounds of the clients or are we asking clients to do something that are beyond their experience or over their hands? (c) Program methodology; how is program delivered? Are there better methods? (d) Program context: Is the program well administered? Are staffs working relationship well defined? Are facilities and resources adequate? (e) Personnel policies and practices; to whom is the program reaching with respect to clients? Do the clients represents the needy population of the program was designed to serve?

The fourth and fifth reasons are similar. Assessments enable us to attain evidence forming a program to rally opposition. Persons tasked with evaluating a program to rally opposition. Person tasked with evaluating a program usually operate or the assumption that they should gather the best and most relevant data they can, interpret it according to accepted

criteria and their presents the results as fairly and openly as possible no matter what the implication for the program.

Last but not the least, is the assessment contribution to the acquisition of evaluation competencies for the person conducting the assessment. He becomes richer by the experience and more competent, too.

The study is therefore grounded on the above mentioned concepts.

The conceptual paradigm best describes the framework of this study

CONCEPTUAL FRAMEWORK

This study is anchored on the belief that it is necessary to look into the implementation of the scholarship programs among the student grantees of Kalinga State University to determine what extent it has achieved its goals and objectives of democratizing access to education. It is generally accepted to measure the quality of the service as a regular management function.
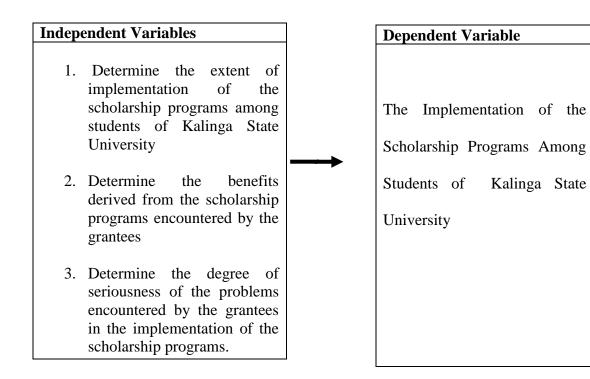
Independent Variables	**Dependent Variable**
1. Determine the extent of implementation of the scholarship programs among students of Kalinga State University 2. Determine the benefits derived from the scholarship programs encountered by the grantees 3. Determine the degree of seriousness of the problems encountered by the grantees in the implementation of the scholarship programs.	The Implementation of the Scholarship Programs Among Students of Kalinga State University

Fig. 1: Paradigm of the Study

RESEARCH METHODOLOGY

The study is a descriptive survey type of research method with the questionnaire as the main data gathering tool. It gathered descriptive data and information as required in the objectives of the study. The questionnaire was the main tool in gathering data which provides the answer to the problem of the study. It consists of four (4) parts. Part I deals with the respondent's personal profile; Part II deals on the extent of implementation of the scholarship programs Part III deals on the extent of benefit derived from the Scholarship program; Part IV Elicit responses on the degree of seriousness of problems encountered.

RESULTS AND DISCUSSION

The researcher selected of Kalinga State University as the site of the study because of its area of coverage. It involved 120 respondents from all campuses who are beneficiaries of the scholarship programs who were chosen at Simple Random Sampling.

Table 1. Profile of the of Kalinga State University Scholarship Grantees as to gender

Gender	Frequency	Percentage
Male	42	35.00
Female	78	65.00
Total	120	100

As shown in Table 1, there were seventy-eight (78) or 65% females covered in this study with forty-two (42) or 35% males. The grantees were dominated by females hence; there were more female respondents in this study.

Table 2 presents the profile of the Scholarship Grantees as to ethnic affiliation.

Table 2. Profile of the of Kalinga State University Scholarship Grantees as to Ethnic Affiliation

Ethnic Affiliation	Frequency	Percentage
Kalinga	73	60.83
Ilocano	22	18.33
Igorot	14	11.67
Tagalog	8	6.67
Others	3	2.50
Total	120	100

The biggest number of of Kalinga State University scholarship grantees which is 60.83 percent is Kalinga and followed by Ilocano with 18.33 percent of the population. Igorot has 14 or 11.67 percent; Tagalog has 8 or 6.67 percent and other ethnic origins has the smallest number of grantees with 3 or 2.50 percent. The Others group consisted of one (1) Itaois, one (1) Isneg and one (1) Pangansinanse.

Table 3 presents the profile of the of Kalinga State University Scholarship Grantees as to course

Table 3. Profile of the of Kalinga State University Scholarship Grantees as to Course

Course	Frequency	Percentage
AB	12	10.00
BEED	24	20.00
BSED	18	15.00
BS Agriculture	20	16.67
BSA Engineering	13	10.83
BS Civil Engineering	7	5.83
BS Business Administration	11	9.17
BS Forestry	15	12.50
TAWM	120	100

The table 3 shows that the biggest number which is 20.00 percent of the total number of grantees is from the BEED program; BS Agriculture has 20 grantees or 16.67 percent; 18 or 15 percent of the population are from the BSED and BS Civil Engineering has the smallest number of grantees with 7 or 5.83 percent.

The profile of the grantees show that the of Kalinga State University scholarship grantees deserved and met all the requirements as stated in the KASC Scholarship Handbook.

Table 4 presents the profile of the Kalinga-Apayao State College Scholarship Grantees as to year level.

Table 4. Profile of the of Kalinga State University Scholarship Grantees as to Year Level

Year Level	Frequency	Percentage
Second Year	32	26.67
Third Year	46	38.33
Fourth Year	36	30.00

Fifth Year	6	5.00
TAWM	120	100

Forty-six or 38.33 percent of the respondents are third year students, thirty-six or 30 percent belong to the fourth year, thirty-two or 26.67 percent are second year students, while six or 5 percent of the total respondents belong to the fifth year students.

Extent of Implementation of the Scholarship Programs by the Student Grantees

Table 5 presents the perception of the respondents on the extent of implementation of the scholarship programs among the student grantees of Kalinga State University

Table 5. Extent of Implementation of the Scholarship Programs by the Student Grantees (N=120)

SCHOLARSHIP PROGRAMS	MI (3)	MoI (2)	LI (1)	Average Mean
A. **Internal Scholarships**				
a.Honorific Scholarship	110 (330)	8 (16)	2 (2)	2.90
b.Academic Scholarship	115 (345)	4 (8)	1 (1)	2.95
c.KASC Employee Beneficiaries	112 (336)	7 (14)	1 (1)	2.93
d.Siblings	98 (294)	15 (30)	7 (7)	2.76
e.Donor Scholarship	113 (339)	5 (10)	2 (2)	2.93
f.SSC/CSG/SBO and Institute Governor's Scholar	116 (348)	4 (8)	0 (0)	2.97
g.ROTC Assistance	118 (354)	2 (4)	0 (0)	2.98
h.Barangay Scholarship	113 (339)	5 (10)	1 (1)	2.94
i.Ethnic/Classical Dance Troupe Scholarship	109 (327)	4 (8)	7 (7)	2.85
j.Musical Scholarships (Choir, Combo, Band)	106 (318)	8 (16)	6 (6)	2.83
SUB Mean				*2.90*
B. **External Scholarships**				
B.1. Private Scholarships				
a.Green Scholarship Initiative (GSI) c/o Cordillera Green Network (CGN)	118 (354)	2 (4)	0 (0)	2.98
B.2. Government Scholarships				
a.One Town, One Scholar (OTOS)	119 (357)	1 (2)	0 (0)	2.99

b.Full/Half Merit	118 (354)	2 (4)	0 (0)	2.98
c.TulongDunong Study Grant	120 (360)	0 (0)	0 (0)	3.00
d.Congressional Study Grant Program	116 (348)	2 (4)	2 (2)	2.95
e.Citizens Battle Against Corruption (CIBAC)	107 (321)	10 (20)	3 (3)	2.87
f.DA Scholarship/Grant Programs	95 (285)	20 (40)	5 (5)	2.75
g.National Commission on Indigenous Peoples Educational Assistance Program (NCIP-EAP)	117 (351)	1 (2)	2 (2)	2.96
h.Tabuk City Government Scholarship Program	114 (342)	4 (8)	2 (2)	2.93
i.LGU-Pasil Scholarship	108 (324)	9 (18)	3 (3)	2.88
j.LGU-Tanudan Scholarship	104 (312)	12 (24)	4 (4)	2.83
Sub Mean				*2.92*
TAWM				2.91

All the scholarship programs were perceived by the scholars/grantees to have been much implemented as shown by the total average weighted mean of 2.91.

As to Internal Scholarship, it got a sub-mean of 2.90 or much implemented.

Of the internal scholarships, ROTC ranked first with a mean of 2.98 or much implemented followed by SSC/CSG/SBO and Institute Governor's Scholarship with a mean of 2.97 or much implemented. Academic Scholarship ranked third and barangay scholarship ranked fourth. The internal scholarship program that ranked tenth is on sibling scholarship having a mean of 2.76. However, this scholarship falls under much implemented.

Under the External Scholarship program, it obtained a sub-mean of 2.92 interpreted as much implemented. All the external scholarship programs fell under much implemented. However, TulongDunong study grant got the highest mean of 3.00 interpreted as much implemented. One Town, One Scholar (OTOS) is ranked second with a mean of 2.99. Third in rank isGreen Scholarship Initiative (GSI) c/o Cordillera Green Network (CGN) with

Full/Half Merit having an obtained mean of 2.98 or much implemented. DA Scholarship/Grant Program got the lowest rank with an obtained mean of 2.75. However, it still got a descriptive equivalent of much implemented. This finding is similar to the study of Abay, et.al on the Implementation of the City of Tabuk LGU Scholarship Program among the KASC Students wherein the program is much implemented for the welfare of the beneficiaries. This is a way of helping the students who are very much willing to pursue their higher education. Through this scholarship program, their dreams to finish their schooling or studies will be materialized especially now a days wherein education is very much important. You cannot enter a job without finishing a degree. Even a janitorial job, you will not be hired unless you are a high school graduate. You have to show your diploma. Thus, education is very much important. This is a weapon in competing with the other applicants who are seeking for an employment. To this effect, the Millennium Development Goal that pertains to access to education wil be met. Education for All 2015(EFA 2015)aims to let all Filipinos finish their education. "We are competing worldwide and it is just proper for every Filipino citizen to have finished their studies. How could we compet to the world if most of us are not educated or even not tasted the aroma of education. Let us encourage everyone to go for schooling. They have to exert efforts to finish a degree. If financial is the problem or issue, we have scholarship programs that will solve. We have to prioritize education. Even you own hectares of land if you lack education, it will be useless".(Reyes)

Extent of Benefits Derived from Scholarship Programs Among the Student Grantees

Table 14 presents the perception of the respondents on the extent of benefits derived from scholarship programs among the student grantees of of Kalinga State University

Table 14. Extent of the Benefits Derived from the Scholarship Programs Among the Student

Grantees (N=120)

Benefits	MB (3)	MoB (2)	LB (1)	Mean	Rank
1. Lessened financial burden of parents	102 (306)	12 (24)	6 (6)	2.80	1
2. Boost the morale of the student	22 (66)	62 (124)	36 (36)	2.05	7
3. Easy access in getting permit during examination	65 (195)	43 (86)	12 (12)	2.44	3
4. Prestige of student grantee	35 (105)	39 (78)	46 (46)	2.08	6
5. Extra allowance	36 (108)	48 (96)	36 (36)	2.08	6
6. Award of recognition	49 (147)	44 (88)	27 (27)	2.18	5
7. Enjoyment of privileges to attend trainings, competition	23 (69)	54 (108)	43 (43)	2.08	6
8. Graduate the course on time within the prescribed year to finish the course	87 (261)	28 (56)	5 (5)	2.68	2
9. Encourage achievements	61 (183)	33 (66)	26 (26)	2.29	4
TAWM				2.30	

The total average weighted mean of 2.30 indicates that the extent of the benefits derived from the scholarship programs by the student grantees is moderately benefited. The program would afford greater opportunities to those who happen to be disadvantaged so that they may in the future have the same chance for employment after graduation as those who are more financially privileged.

From among the nine enumerated benefits, "lessened financial burden of parents" obtained the highest mean of 2.80 which is interpreted as much benefited. Scholarships are usually established to help financially disadvantaged students to continue their education.

Second in rank with a mean of 2.68 or much benefited is along "finish the course degree on time within the prescribed year to finish the course". It is easy to finish their course degree on time especially when the scholarship programs are updated.

"Easy access in getting permit during examination" got a mean of 2.44 or much benefited. Waiting is one of the hardest things to do, by showing proof that a student is a scholar, the concerned person immediately issues the necessary permit asked by them without any delayed circumstances.

Last in rank is "boost the morale of the student" got mean of 2.05 or moderately benefited. Since everyone can have the privilege as a scholar they feel comfortable in their education. Any scholarship grant awarded to students would promote optimism and confidence for the recipient. The recipient is now assured of financial support so he can now concentrate on his education (ADB Education Report 2003).

It is a financial assistance whereby the scholarship programs can expand commitment of assisting the poor but deserving student grantees to enable them to pursue their higher education. It gives the graduate a better opportunity to secure stable employment, thus breaking generational poverty cycle for an entire family.

Degree of Seriousness of Problems Encounteredby the Scholarship Grantees

Table 23presents the perceptions of the respondents on the degree of seriousness of the problems encountered by the student grantees.

Table 23. Degree of Seriousness of the Problems Encountered by the Student Grantees (N=120)

Problems	MS (3)	MoS (2)	LS (1)	Mean	Rank
1. Too many pre/post requirements for applicants in the renewal of the scholarship	25 (75)	53 (106)	42 (42)	1.86	6
2. Delayed submission of application	35 (105)	49 (98)	36 (44)	1.99	5
3. Late posting of grantees by sponsoring agency	21 (63)	43 (86)	56 (56)	1.71	8
4. Dropping the subject without informing the scholarship coordinator	23 (69)	47 (94)	50 (50)	1.78	7
5. Negative attitude of scholars	36 (108)	56 (112)	28 (28)	2.07	3
6. Delayed renewal of papers of some grantees	39 (117)	54 (108)	27 (27)	2.10	1

7.	Inconsistent policy/guidelines on scholarship	19 (57)	43 (86)	58 (58)	1.68	9
8.	Transfer of the scholar without informing the scholarship coordinator	43 (129)	51 (102)	26 (26)	2.06	4
9.	Inefficient implementation in the approval of scholarship	48 (144)	43 (86)	29 (29)	2.08	2
TAWM					1.92	

The total average weighted mean of 1.92 indicates that the identified problems as a whole are perceived to be moderately serious. From among the nine problems identified, "delayed renewal of papers of some grantees" obtained the highest mean of 2.10 which means that this is a moderately serious problem encountered by scholars/ grantees. The delayed renewal of papers of some grantees is brought about by factors such as the delayed submission of grading sheets, incomplete grades and lack of awareness of the grantees on the processes and requirements of the renewal of the scholarship (Reyes, 2013).

"Inefficient implementation in the approval of scholarship", got the second highest average weigthed mean of 2.08 which is interpreted as moderately serious. Palakasan is a negative Filipino practice/trait described by 'whom you know' (DepEd Values Educational Framework). The respondents claim that approval of Scholarship Programs is not objective in the sense that applications pass through different people who fast track their relative' or close friends' applications. As described in the Republic Act 6713 Training Module (Civil Service Commission, 2009), Palakasan is a form of corruption where services provided are speedily and readily rendered to relatives, close friends, and recognized personalities.

Next in rank is "negative attitude of scholars". The College Scholarship Coordinator lamented that many applicants for Scholarship Programs were not approved because the applicants keep on postponing their application or fail to submit pertinent documents to the scholarship coordinator before the deadline of submission (Reyes, 2013).

"Inconsistent policy/guidelines on scholarship" obtained the lowest mean of 1.68 or moderately serious. Guidelines and policies are important in the successful implementation of any program or project (Newstrom, 2009). College students are aware of the importance of policies and guidelines in the successful conduct of programs or projects since these are lessons that are incorporated in such subjects as administration, management, project development, research and even lesson planning. With this in mind it is understandable that the respondents would perceive this problem to be a moderately serious problem encountered in the implementation of the Scholarship Programs of Kalinga-Apayao State College.

CONCLUSIONS AND RECOMMENDATIONS

The researcher came up with the following conclusions and recommendations based from the result of the study; t he extent of implementation of the student grantees is moderately implemented;   the extent of benefits derived from the scholarship programs encountered by the student grantees is moderately benefited ; and the problems encountered by the student grantees are moderately serious.

Based from the aforementioned findings and conclusions, the following are recommended: Sibling scholarship and DA-ACEF should be well emphasized during orientation, the students should maintain the cut-off grade to enjoy their scholarship. All needed documents prior to the release of check should be submitted. The granting of scholarship should be based on the scholastic performance of the students. Processing of scholarship papers should be improved by sponsoring agency. Slots for Scholarship programs should be properly disseminated. Strict implementation in the implementation of scholarship grants. The selection and approval of application should be based on the sound principle of 'first come, first serve' and the qualification of the applicants.

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