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Noemi B. Zulieta

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**A PROPOSED SYSTEMS FRAMEWORK FOR HIGHER  
EDUCATION INSTITUTIONS' SCHOLARSHIPS AND  
FINANCIAL ASSISTANCE PROGRAMS**

**A Dissertation Presented to  
The Faculty of the College of Graduate Studies  
and Teacher Education Research  
PHILIPPINE NORMAL UNIVERSITY  
Taft Avenue, Manila**

**In Partial Fulfillment  
of the Requirements for the Degree  
DOCTOR OF PHILOSOPHY  
In  
Educational Management**

**Noemi B. Zulieta**

**May 2016**

## APPROVAL SHEET

This dissertation entitled, **A PROPOSED SYSTEMS FRAMEWORK FOR HIGHER EDUCATION INSTITUTIONS' SCHOLARSHIPS AND FINANCIAL ASSISTANCE PROGRAMS**, prepared and submitted by **NOEMI B. ZULIETA**, in partial fulfillment of the requirements for the degree Doctor of Philosophy in Educational Management, is hereby recommended for approval and acceptance.

**DANILO K. VILLENA, Ph.D.**  
Adviser

**LOLITA H. NAVA, Ph.D.**  
Adviser

Approved in partial fulfillment of the requirements for the degree Doctor of Philosophy in Educational Management by the Oral Examination Committee.

**ZENAIDA Q. REYES, Ph.D.**  
Chairperson

**CARIDAD N. BARRAMEDA, Ed.D.**  
Member

**RENE R. BELECINA, Ph.D.**  
Member

**EVELYN C. BAGAPORO, Ph.D.**  
Member

Accepted in partial fulfillment of the requirements for the degree, Doctor of Philosophy in Educational Management.

Date: \_\_\_\_\_

**ZENAIDA Q. REYES, Ph. D.**  
Dean  
College of Graduate Studies  
and Teacher Education Research

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## **DEDICATION**

**This book is dedicated to**

Almighty God

My Family

Friends and Colleagues

Philippine Normal University

Office of Student Affairs and Student Services

My Students

Scholars

Scholarship Donors

and

Romel

## ABSTRACT

Title: **A PROPOSED SYSTEMS FRAMEWORK  
FOR HIGHER EDUCATION  
INSTITUTIONS SCHOLARSHIPS AND  
FINANCIAL ASSISTANCE PROGRAMS**

Name: NOEMI B. ZULIETA

Degree: Doctor of Philosophy

Specialization: Educational Management

Key Concepts: Systems Framework, Scholarships and Financial  
Assistance Programs, Scholars, Donors, Office  
for Scholarships and Financial Assistance  
Programs

Advisers: Dr. Danilo K. Villena, Ph. D.  
Dr. Lolita H. Nava, Ph. D.

This study aimed to develop a proposed systems framework for higher education institutions' scholarships and financial assistance programs. It employed the descriptive developmental design triangulated by data from interviews and observations. Specifically, the descriptive survey method was used where participants answered questions administered through a questionnaire and asked through interviews. The quantitative phase of the study

involved determining the level of effectiveness of the management of scholarships and financial assistance programs (SFAPs) in terms of physical structure/facilities, staffing, policies, and procedures. It also identified the services rendered by the office for Scholarships and Financial Assistance (OSFAP) in the respondent universities. The problems encountered by the respondents in the coordinating process of SFAPs and the solutions they offered were also analyzed. The Survey Questionnaire for Scholarship Coordinator was administered to the scholarship coordinators of the three (3) respondent universities in the National Capital Region (NCR). For the qualitative data, interviews were conducted with three (3) scholarship coordinators, five (5) donors and 116 scholars in order to determine the services rendered by the OSFAP to both the donors and the scholars. Problems encountered by OSFAP with the donors and the scholars and how these were resolved were also looked into.

Results of the study revealed that overall, the management of the scholarships and financial assistance programs was effective (E) as evidenced by the means of the four areas: Physical Structure ( $\bar{x} = 3.26$ , Effective); Staffing ( $\bar{x} = 2.72$ , Effective); Policies ( $\bar{x} = 3.70$ , Very Effective); and Procedures ( $\bar{x} = 3.20$ , Effective).

Respondent universities with external donors rendered services to both donors and scholars, except for one, because the donor is the University itself.

There were problems encountered by the Office for Scholarships and Financial Assistance Programs regarding both the donors and scholars as revealed by the interviews. Some solutions were offered for these problems.

From the pooled data both from the questionnaires, the interviews, and the added insights from literature review, a systems framework was developed for the effective management of the scholarships and financial assistance programs.

## TABLE OF CONTENTS

|                         | <b>Page</b> |
|-------------------------|-------------|
| Title Page.....         | i           |
| Approval Sheet.....     | ii          |
| Acknowledgment.....     | iii         |
| Dedication.....         | v           |
| Abstract.....           | vi          |
| Table of Contents.....  | ix          |
| List of Appendices..... | xii         |
| List of Figures.....    | xiv         |
| List of Tables.....     | xv          |

## CHAPTER

### I. THE PROBLEM AND ITS BACKGROUND

|                                       |    |
|---------------------------------------|----|
| Introduction.....                     | 1  |
| Conceptual/Theoretical Framework..... | 11 |
| Statement of the Problem.....         | 27 |
| Significance of the Study.....        | 28 |
| Scope and Delimitation.....           | 30 |
| Definition of Terms.....              | 31 |

## **II. REVIEW OF RELATED LITERATURE**

|                                                                |    |
|----------------------------------------------------------------|----|
| Management and Management Approaches.....                      | 34 |
| Program Management.....                                        | 41 |
| Education and Development.....                                 | 43 |
| Management of Scholarships Programs in the<br>Philippines..... | 46 |
| Scholarship Programs in Philippine<br>Universities.....        | 49 |
| Scholarship Programs in International<br>Universities.....     | 52 |

## **III. RESEARCH METHODOLOGY**

|                                |    |
|--------------------------------|----|
| Research Design.....           | 55 |
| Participants of the Study..... | 57 |
| Research Instruments.....      | 62 |
| Data Gathering Procedure.....  | 66 |
| Data Analysis.....             | 69 |

## **IV. PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA**

|                                                                                                                                                                                    |    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| On the Level of Effectiveness of the management<br>of scholarships and financial assistance programs<br>among higher education institutions in the National<br>Capital Region..... | 71 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|

|                                                                                                                                                                       |    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|
| On the services rendered by the Office for<br>Scholarships and Financial Assistance Programs<br>to the Donors and the Scholars .....                                  | 85 |
| On the problems encountered by the Office<br>for Scholarships and Financial Assistance in relating<br>with the donors and scholars and how are these<br>resolved..... | 91 |
| On the Proposed Systems Framework for<br>Higher Education Institutions Scholarships and<br>Financial Assistance Programs.....                                         | 95 |

## **V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

|                              |            |
|------------------------------|------------|
| Summary.....                 | 112        |
| Findings.....                | 114        |
| Conclusions.....             | 117        |
| Recommendations.....         | 118        |
| <b>BIBLIOGRAPHY.....</b>     | <b>120</b> |
| <b>APPENDICES.....</b>       | <b>124</b> |
| <b>CURRICULUM VITAE.....</b> | <b>184</b> |

## LIST OF APPENDICES

| Appendix                                                                     | Page |
|------------------------------------------------------------------------------|------|
| A Letter to Expert Validators.....<br>(Survey Questionnaire/Interview Guide) | 124  |
| B Cover Letter for Scholarship Coordinator/Head.....                         | 125  |
| C Cover Letter for Donors.....                                               | 126  |
| D Cover Letter for Scholars.....                                             | 127  |
| E Interview Guide for Scholarship Coordinator/Head...                        | 128  |
| F Interview Guide for Donors.....                                            | 129  |
| G Interview Guide for Scholars.....                                          | 130  |
| H Cover Letter for University Participants.....                              | 132  |
| I Letter of Request to the Dean/Director.....                                | 133  |
| J Questionnaire for Validation.....                                          | 134  |
| K Survey Questionnaire for the Scholarship<br>Coordinator.....               | 137  |
| L CMO No.13, S. 2014.....                                                    | 140  |
| M R.A. No. 10648.....                                                        | 142  |
| N Scholarship Donors and Benefactors.....                                    | 147  |
| O Scholarship Foundations.....                                               | 156  |
| P Relationship of OSFAP with Donors.....                                     | 165  |
| Q Relationship of Donors with OSFAP.....                                     | 167  |

|   |                                                                                                               |     |
|---|---------------------------------------------------------------------------------------------------------------|-----|
| R | Relationship of OSFAP with Scholars.....                                                                      | 168 |
| S | Relationship of Scholars in University A and B<br>A and B with OSFAP.....                                     | 169 |
| T | Relationship of Scholars in University C with<br>OSFAP.....                                                   | 172 |
| U | Problems Encountered by the OSFAP<br>in Relating with the Donors and How Resolved.....                        | 175 |
| V | Problems Encountered by the Donors in Relating<br>with OSFAP and How Resolved.....                            | 176 |
| W | Problems Encountered by the OSFA in Relating<br>with Scholars and How Resolved.....                           | 178 |
| X | Problems Encountered by the Scholars in University<br>A and B in Relating with OSFAP and How<br>Resolved..... | 179 |
| Y | Problems Encountered by the Scholars in<br>University C in Relating with OSFAP and How<br>Resolved.....       | 180 |

**LIST OF FIGURES**

| <b>Figure</b> |                                                                                                                        | <b>Page</b> |
|---------------|------------------------------------------------------------------------------------------------------------------------|-------------|
| 1             | The Research Paradigm.....                                                                                             | 26          |
| 2             | Proposed Systems Framework for Higher<br>Education Institutions Scholarships and Financial<br>Assistance Programs..... | 97          |

## LIST OF TABLES

| Table |                                                                                                                                                                                                                      | Page |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1     | Number of Participants.....                                                                                                                                                                                          | 59   |
| 2     | Distribution of Scholar Participants.....                                                                                                                                                                            | 59   |
| 3     | Level of Effectiveness of management of scholarships<br>and financial assistance programs among higher<br>education institutions in the National<br>Capital Region in terms of Physical<br>Structure/Facilities..... | 72   |
| 4     | Level of Effectiveness of management of scholarships<br>and financial assistance programs among higher<br>education institutions in the National<br>Capital Region in terms of<br>Staffing.....                      | 74   |
| 5     | Level of Effectiveness of management of scholarships<br>and financial assistance programs among higher<br>education institutions in the National<br>Capital Region in terms of<br>Procedures.....                    | 76   |
| 6     | Level of Effectiveness of management of scholarships<br>and financial assistance programs among higher<br>education institutions in the National<br>Capital Region in terms of<br>Policies.....                      | 79   |

# **CHAPTER I**

## **THE PROBLEM AND ITS BACKGROUND**

### **Introduction**

According to a Yiddish proverb, “A nation’s treasure is its scholars”.

It can be said that the Philippine Government is in agreement with the Yiddish proverb. The year 2014 saw two (2) major developments in the government’s pursuit to further advance the policy of the State to protect and promote the right of all citizens to quality and accessible education at all levels.

With the enactment into law of Republic Act No. 10648 or the ‘*Iskolar ng Bayan* Act of 2014’, access to tertiary education in state universities and colleges has become more available to deserving students, especially the underprivileged. The government has decided to democratize the access to higher education by institutionalizing a college scholarship program through the “*Iskolar ng Bayan* Program” for top graduates of public high schools in the country, subject to the academic standards, application and admission policies and such other reasonable rules and regulations of state universities and colleges (SUCs). Thus, the need to also institutionalize an office that will manage the scholarships and financial assistance programs (SFAPs) in SUCs has become urgent in order for SUCs to

keep up with the demands of the “*Iskolar ng Bayan* Program”. Furthermore, implementing the revised guidelines for the implementation of student financial assistance programs (StuFAPs) as embodied in CMO No. 13 s. 2014 or “REVISED GUIDELINES FOR THE IMPLEMENTATION OF STUDENT FINANCIAL ASSISTANCE PROGRAMS (StuFAPs), EFFECTIVE AY 2014-2015”, will surely require time, attention and resources among the higher education institutions (HEIs). Of course, not to be forgotten are the external benefactors and donors who have also committed themselves in being the partners of the HEIs in ensuring that the youth who are the hope of the nation get the quality education they deserve by providing them with scholarships and financial assistance.

School-related problems come in many forms, one of which is financial problems. The student, while confronted with the demands of the academic obligations and responsibilities, is also faced with financial burdens, notwithstanding the other day to day challenges a student must face in the home front, as well as in the psychological and sociological aspects.

The Commission on Higher Education (CHED) urged the Higher Education Institutions (HEIs) to strengthen counseling services to prevent suicide among students. (Manila Bulletin, April 30, 2013.) CHED further urged that with the alarming rise of student suicides, there is a need to strengthen guidance and

counseling services. In a new memorandum order aimed to enhance policies and guidelines for student affairs and services, the CHED urged HEIs to implement “appropriate and proactive intervention programs and strategies” to ensure that every student’s need for guidance and counseling and psycho-social services may be provided in a timely manner. Added to this can be scholarships and financial assistance programs (SFAPs) to ensure student’s academic success.

Placing students at the center of institutional policy and practice can lead the way to improve student outcomes and a more equitable distribution of opportunity. One strategy for increasing student achievement outcomes lies in the area of support services. These types of services are standard features at most higher education institutions.

Scholarships and financial assistance are part of a larger system of student services in a university. Scholarships and financial assistance are one of many services universities develop to meet the needs of the students, specifically financial needs. A modest body of research suggests that student support services play a role in successful outcomes of students.

Rowland (2003) found out that financial aid, academic integration, social integration and institutional and goal commitment were four variables that are statistically significant to academic achievement.

Thomas' (2003) study gathered that student participants revealed nine factors that hindered student persistence in school. Among those mentioned were lack of tutoring time, lack of financial aid, lack of bereavement counseling and lack of advisor interpersonal communication skills with students.

Bushnell (1990) described a training system as having an input, a process and an output. For the management of scholarships and financial assistance programs, the input would be indicated in the form of resources and in the availability of materials. In this case the scholarships and financial assistance programs being offered by various donors. Process would be the manner by which student services specifically scholarships and financial assistance is being delivered to the scholars. To go on with the process, the manager must embrace planning, design development, and delivery of training programs.

Since the output will be in the longer-term, it would be more appropriate to refer to it as outcomes which are associated with improvement in the scholarships and financial assistance program's bottom line-its profitability and competitiveness.

The science of managing SFAPs is dynamic. SFAPs are in the midst of growth and change in the modern day as universities are defining and redefining what they need for the students. The education manager will be on the frontline of decision making that can be supportive of students. The school administration can

exercise leadership among the faculty, staff, parents, and everybody in the university and create a high-quality service that serves in appropriate ways and helps them go through university life as easy as possible.

Planning is a basic function of an educational manager. Planning is defined as methods, formulated beforehand, for doing or making something. Plans usually specify goals as well as a course of action. A plan tells what should be done and how it is to be done. (Dressler, in Hildebrand, 1993).

Managers are frequently involved with such activities as planning an expansion programs, planning to reorganize existing programs, and planning coordination of several centers throughout a city or region. In addition, managers must assist, monitor, and suggest improvements in the planning done by staff members for their units.

If one becomes a manager, he could expect to move beyond planning for a single group to planning scholarships and financial assistance programs, larger number of staff, larger budget, and perhaps more varies services.

Organizing, on the other hand, pertains to arranging of elements (people, supplies and equipment) and coordinating joint activities so that all the interdependent parts contribute effectively to the desired goal. It is the second component of the managerial process; that is materials, equipment, space and

human energy must be assembled and integrated to get the program under way. An infinite number of details must be interrelated. The better a manager is at creating mental images of activities, their parts, and sequences, the better organizer he will be. Organizational arrangements are means to an end. For the present study, the end is the goal of providing high-quality scholarships and financial assistance programs.

A great deal of united effort and systematic interpretation is required to carry through the plans of the scholarships and financial assistance programs. Such activity requires organizing. The manager's responsibility is to assign or delegate the staff their various tasks needed to accomplish goals previously outlined. As the staff cannot read the manager's mind, some way of communication must be found. The manager is the coordinator, the orchestra director if he wills. As each accountant, registrar, custodian, teacher, computer technician, or secretary does his or her tasks, the work of the office for scholarships and financial assistance gets done, creating the services that it has promised to the scholars and donors.

People are the human resources that hold the key to meeting the goals of a student service such as the scholarships and financial assistance programs. Of course, many nonhuman resources-such as facilities, equipment, and supplies-are needed, but these resources stand idle or are ineffectively used without skilled

people to put them into appropriate operation. Staffing is another major function of a manager. Staffing is the process of recruiting and dealing with the human resources required to perform the functions of the office for scholarships and financial assistance programs.

Ideally, every type of scholarships and financial assistance programs should be considered a vital support system for the university with goals of enhancing the human capital of the scholars. Such scholarships and financial assistance program would be warmly responsive to the needs, interests, and strengths of each scholar and donor. A strong service orientation would prevail. A person-centered manager in the person of the scholarship coordinator and staff who work together, may move toward the person-centered ideal can be accomplished.

In Leading, the manager should look at himself as a potential leader. The manager must determine what talents he possesses that would make him consider becoming a manager of scholarships and financial assistance program, and therefore a leader of a staff. Leading is a basic function of managers. It is defined as a process of directing and influencing others through example, talent, information, and personal interaction skills.

Managing and Leading differ in at least four aspects, according to Albanese (1978). These are (1) the context in which each occurs, (2) the

legitimacy of authority, (3) the nature of accountability, and (4) the motivation of followers. Albanese notes that in managing there are relationships required in an organizational context between the manager and those people being managed. Leadership, on the other hand, can occur anywhere and does not have an organizational context. A manager's authority is vested in a job position in an formal organization; a leader owes legitimacy to voluntary followers and not to authority vested in a formal job position. Managers are accountable for the job behavior of themselves and those they manage; leaders are accountable only for themselves. People follow managers because their job description requires it, but they follow leaders voluntarily and for reasons of their own.

Although managing and leading are different and difficult to distinguish at times, Katz and Kahn (1966) argue that effective managing requires leadership that elicits voluntary follower behavior beyond those which are associated with required performance on a job. These points seem particularly appropriate when considering managing and leading scholarships and financial assistance programs; because the manager will be vested with some leadership authority, yet will value the voluntary, spontaneous, and creative differences among the members of the staff.

Monitoring and Controlling for Quality is a manager's fifth major function in the management of scholarships and financial assistance programs. Monitoring

and controlling are defined as the evaluative and action functions of maintaining high quality in the promised services. The manager is charged with knowing the standards, being eternally vigilant regarding adherence to standards, and, when performance falls short of the standards, is moving into action to correct the problem.

Monitoring means being alert to and continuously observing for compliance with standards. Controlling means that one (1) state the standards he expect each service in the office for scholarships and financial assistance programs to achieve, (2) measure the performance against the standards, and (3) correct deviations from established standards and plans. Monitoring and Controlling for quality are functions that each staff members must be concerned about daily, hourly, and moment to moment.

Educational managers are frequently involved with such activities as planning and organizing a program. Scholarships and financial assistance is one vital service universities organize and manage.

Having a systems framework for scholarships and financial assistance program management in place in higher education institutions, a long-lasting, mutually beneficial professional relationship with the scholarship donors and benefactors may be enjoyed.

A well-managed scholarships and financial assistance program through the systems framework for scholarships and financial assistance program management will surely benefit the scholars as their potentials and capabilities will be fully developed.

There will be integrity in the scholarships enjoyed by the grantees since the scholars will have to undergo and pass the approved selection and retention processes of their scholarships.

The top management of the higher education institutions will also realize the pressing need of institutionalizing an office for scholarships and financial assistance if they see the systematized management of scholarships and financial assistance programs.

The findings of this study will also guide the educational planners, ever mindful of the plight and problems of the students, most especially on the financial aspect, in exploring more possibilities of trying out more creative ways of running scholarships and financial assistance programs.

The scholarships and financial assistance office is the “window to the world” so to speak. This means that people receive their first impressions of the office through a phone call or visit to the office. As a “window to the world” it

should be managed by a full time scholarship coordinator who is provided with effective physical structure/facilities, staffing, policies and procedures.

### **Conceptual Framework**

Applying an appropriate theory will aid the work of the school in managing the scholarships and financial assistance programs. A theory is an organized set of related ideas, concepts, and principles that describes a particular area of knowledge. The office for scholarships and financial assistance programs will be coordinating information from several areas of knowledge. The ecological system framework is presented, which helps focus on the interaction of the office for scholarships and financial assistance programs with the other systems. Also, a brief review of management theories utilized in the present study is presented.

The manager of the scholarships and financial assistance programs has three main goals: (1) to understand the students needing and desiring the services of the office for scholarships and financial assistance programs, (2) to understand the intricacies of a scholarships and financial assistance programs operation, and (3) to integrate scholars' needs, scholarships and financial assistance programs operations, and societal standards. A useful approach to help achieve such goals is to find a framework for analysis, that is, a theory useful for examining the various parts and the whole. The ecological system framework helps meet this requirement. Ecology is a branch of science concerned with the interrelationships

of organisms and their environments. The ecological system framework has proved useful for maintaining a holistic integrative perspective. It can help determine where specific inputs are needed or where resistance to change may be arising.

The biological sciences have long used an ecological system framework to explain interdependence among biological organisms and the encompassing environment. The biological or ecosystem framework is useful not only in the biological sciences but also in the social sciences for studying social organizations such as schools, scholarships and financial assistance programs, and the donors. As in biological ecosystems, energy is needed to operate the system. Human energy is derived from food and nonhuman energy is derived from fossil fuels. A balance or equilibrium is the goal toward which the ecological system moves. The term human ecological system is used to refer to the areas of human life and interaction.

Bubolz, et.al. (1979) have proposed a model of a human ecological system. The model is useful for analyzing interaction within human organizations. Hildebrand (1993) suggests a relationship among three environments that helps one keep a holistic and integrative view rather than a fragmented view of interactions taking place. Hildebrand identified the three environments as: (1) natural environment, which refers to the environment formed by nature, such as

soil, climate, and natural resources; (2) human constructed environment, which refers to the environment that human beings have constructed or altered to fit their needs, such as factories, businesses, farming enterprises, governments, medical and educational services, and so on; and (3) human behavioural environment, which refers to people's interpersonal relationships with each other on an individual or group basis in both short and long-term associations.

The human ecological system model has useful applications in the scholarships and financial assistance programs operation and in understanding the scholars and the donors the office for scholarships and financial assistance programs serves. The model is particularly useful in planning and in problem solving. It shows how the environments overlap and affect the management of scholarships and financial assistance programs.

The school manager can readily note that the natural environment affects many things related to the operation of the scholarships and financial assistance programs and to the people served (scholars and donors). For instance, the natural resources are related very directly to the big number of generous donors, from government and private individuals/organizations, who gladly provide scholarships and financial assistance programs to deserving students from higher education institutions. The availability of many scholarships and financial assistance programs will provide scholarships and financial assistance for the

financially hard up students and increase their chance of availing a college education. On the other hand, absence of natural resources is likely to be correlated with dropping-out from college due to financial problems.

The amount and quality of natural resources influence the scholarships and financial assistance funding available to provide scholarships and financial assistance. Poor management or mismanagement of scholarships and financial assistance programs as well as the inability to attend to the needs of the donors and failure to disburse and account scholarships and financial assistance funds may lead to the donors' withdrawal of their scholarships and financial assistance programs. Withdrawal of the donors can also mean withdrawal of students from the university due to lack of funds.

Within the total system the human constructed environment is influenced very directly by the natural environment. This human constructed environment includes the office for scholarships and financial assistance programs and all the other offices that serve the scholars and the donors.

The political system and the economic system are subsystems of the human constructed environment; they are primary determinants of much of what people do and the goals they set for themselves and the institutions. The physical structure of the office for scholarships and financial assistance programs is also a human constructed environment. It is an arrangement of filing cabinets,

computers, reception/waiting area, conference room, and the like. Interaction flows among the various offices within the institution. Interaction also flows among the other human constructed institutions such as the government for government funded scholarships and the private organizations for privately funded scholarships. Such an arrangement is often referred to as an open system, since the outside systems impact on the higher education institution's management of scholarships and financial assistance programs and the higher education institution's management of scholarships and financial assistance programs impacts on the outside systems. This flow of interaction requires a great deal of both human and nonhuman energy to operate.

The human behavioral environment is created by people interacting with each other within the institutions of the human constructed environment. The scholars are a human behavioural environment. The donors and the scholarships coordinators create another human behavioral environment. People's thoughts, emotions, values, attitudes, sentiments, and abilities are affecting both short-term and long-term relationships and outcomes.

Scholarships and financial assistance programs are made available in higher education institutions to provide the much needed assistance to deserving students who are financially hard up. The scholarships and financial assistance programs supplements the efforts of the higher education institution and the

families of the scholars to help further the chances of the scholars in availing a college education.

People's roles in society are part of the human behavioral environment. When donors decide to offer their scholarships and financial assistance program to a particular higher education institution, the need for a systems framework for a higher education institution's scholarships and financial assistance programs is more urgent.

In her book *Management of Child Development Centers*, Hildebrand (1993) further suggests that as a vital service for the students, the child development center requires a system for recordkeeping and for interacting with students and the scholarship donors and benefactors and the public in general. Records must be kept for such matters as regulation compliance, financial matters such as bills and expenses, and so on.

Profile of the students including their home addresses and contact numbers must be readily available. Computer systems are useful in the management of child development centers; therefore, advice regarding computers and their continual new developments should be sought by the coordinator or head. Certain equipment is essential, such as file cabinet, storage cabinets, bookshelves, desk, chairs, and the like. Efficiently organizing and storing the scholarships and financial assistance office's various forms (application form for scholarships,

form for fund request, scholarship renewal form, and so on) and the needed office supplies should be accomplished early in order to facilitate handling routine matters.

In terms of staffing requirements, Hildebrand added that a child development center may hire a staff or secretary. It is shortsighted for a child development center manager who does other functions and assignments to spend much of his or her time typing, sorting mail, filing, and answering the phone. A person to do these tasks can usually be hired at relatively small cost to the office, leaving the manager free to concentrate on major issues. If the manager has extra time, it could likely be spent more productively, for example with potential donors and funding agencies.

Since a large amount of money is involved in the management of child development center, an accounting system should be established with the aid of a qualified accountant. Payments of bills and salaries of the teachers and staff should be made on time and in an approved manner. The accounting personnel must be someone working fulltime for the child development center.

At Drexel University, the Office of the Executive Vice President, Treasurer, & COO designed the Policy for Scholarships to help various administrative and academic departments of the University determine the most effective method of administering scholarships, prizes, stipends and awards so as

to ensure full compliance with the University's obligations with respect to the administration of federal financial aid funds and compliance with its tax reporting obligations.

Scholarships must be awarded to the Student through the Financial Aid Office. Prizes are processed through the Accounts Payable Department. In the event that there is uncertainty regarding the appropriate characterization of a particular award, a committee comprised of a representative from the Financial Aid Office and a representative from the Finance Division shall review the award to determine the appropriate characterization. The decision of such committee shall be binding and non-appealable. No University employee may issue a letter or otherwise advise aid recipients regarding the tax treatment of such aid. The University's Office of Tax Compliance is solely responsible for determining the appropriate tax treatment of all aid, and the decision of that office shall be final.

No aid may be awarded retroactively to a student without the prior written permission of the Financial Aid Office. Violation of the policy and procedure or failure to timely cooperate in complying with its provisions may result in disciplinary action up to and including dismissal.

In terms of procedures, all scholarships over which the University has discretion must be reviewed in advance of being offered to a Student by the Financial Aid Office to ensure that they comply with applicable federal student

aid regulations. Upon notification by the Financial Aid Office, the Scholarship will be applied to the Student's account by the Office of the Bursar. This procedure does not preclude recognition of the Scholarship in the form of a ceremony in which the recipient is presented with a certificate or "ceremonial check".

Stipends are administered pursuant to policies and procedures established by the University's Department of Human Resources. Stipends are paid to students through the Payroll Department. Appropriate reporting of the Stipend shall be made by the University in compliance with applicable taxing authority guidelines.

According to open systems views, schools constantly interact with their environments. In fact, they need to structure themselves to deal with force in the world around them (Scott, 2008). In contrast, a closed-system theory views schools as sufficiently independent to solve most of their problems through their internal forces, without taking into account forces in the external environment. Any action the school decides to take affects the people in the school and those outside it. Systems theory works on the middle and outside of the organization, as a way of understanding and anticipating the consequences of any decision (Ahrweiler, 2011).

According to Bushnell (1990), if one describes a training system as having an input, a process, and an output, then it encompasses several points at which evaluations ought to occur. At the input stage, the elements that could be evaluated in terms of their potential contributions to overall effectiveness of a training program fall into such categories as trainee qualifications, instructor experience, the availability of already tested instructional materials, the types of equipment and training facilities available, and the training budget.

The school administrator's job involves combining these various resources to attain the school's goals - learning for all. The interaction between students and teachers is part of the transformation or learning process by which students become educated citizens capable of contributing to society. This transformation process includes the internal operation of the organization and its system of operational management. Some components of the system of operational management include the technical competence of school administrators and other staff, their plans of operation, and their ability to cope with change. Tasks performed by school administrators within the organization's structure will affect the school's outputs.

It is the school manager's job to secure and use inputs to the school, transform them – while considering external variables – to produce outputs. In social systems, outputs are the attainment of goals or objectives of the school and

are represented by the products, results, outcomes, or accomplishments of the system. Although the kinds of outputs will vary with a specific school, they usually include one or more of the following: growth and achievement levels of students and teachers, student dropout rates, employee performance and turnover, school-community relations, and job satisfaction. A school must provide “satisfaction” to members of the school community beyond the physiological needs (salary, working conditions, job security) (Herzberg, 2009). Schools must provide for employees’ needs for affiliation, acceptance, esteem, and perhaps even self-actualization if they hope to retain a motivated, committed work force capable of performing at maximum levels (Maslow, 1998).

Feedback is crucial to the success of the school operation. Negative feedback, for example, can be used to correct deficiencies in the transformation process or the inputs or both, which in turn will have an effect on the school’s future outputs.

The environment surrounding the school includes the social, political, and economic forces that impinge on the organization. The environment in the open systems model takes on added significance today in a climate of policy accountability. The social, political, and economic contexts in which school administrators work are marked by pressures at the local, state, and federal levels. Thus, school administrators today find it necessary to manage and develop

“internal” operations while concurrently monitoring the environment and anticipating and responding to “external” demands (Lunenburg, 2010).

The Declaration of Policy of the *Iskolar ng Bayan* Act of 2014 stipulated that it is the declared policy of the State to protect and promote the right of all citizens to quality and accessible education at all levels and to establish and maintain a financial assistance system that shall be available to deserving students, especially the underprivileged.

For this purpose, the government shall democratize access to higher education by institutionalizing a college scholarship program to be named the “*Iskolar ng Bayan* Program” for top graduates of public high schools in the country, subject to the academic standards, application and admission policies and such other reasonable rules and regulations of the state universities and colleges (SUCs).

The Commission on Higher Education (CHED), on the other hand, has revised the guidelines for the implementation of Student Financial Assistance Programs (StuFAPs) effective academic year 2014-2015.

In the documentary analysis done with the memorandum of agreement with several scholarships and financial assistance programs in the respondent higher education institutions, it was found to be apparent that among the donors’

expectations are for the higher education institution to (1) provide the necessary documents needed for the monitoring and evaluation of the scholars (2) furnish the donor with periodic report and semestral master list of the students who successfully meet the criteria set for the program (3) assist the scholars regarding their enrollment concerns and requisition of funds to the donor (4) recommend measures for the improvement of the program (5) manage and implement the said scholarship grant in accordance with the terms, conditions and procedures set by the donor (6) be responsible in the giving out of the Application Forms (7) conduct the competitive examination and interview (8) notify in writing each grantee of the selection (9) provide donor, by standard or electronic mail, scanned or photocopies of each candidate's application (10) submit, at the end of each semester, to the donor, an academic report of each grantee's performance. The submitted grades must be a certified true copy of official transcript issued by the registrar. Upon completion of the degree, the higher education institution shall provide the donor a certified true copy of the grantee's diploma within 60 days after graduation.

The donors also expect the higher education institution to assign an officer in charge who shall be responsible for the evaluation and recommendation of scholars and shall ensure efficient administration of the scholarship and financial assistance programs.

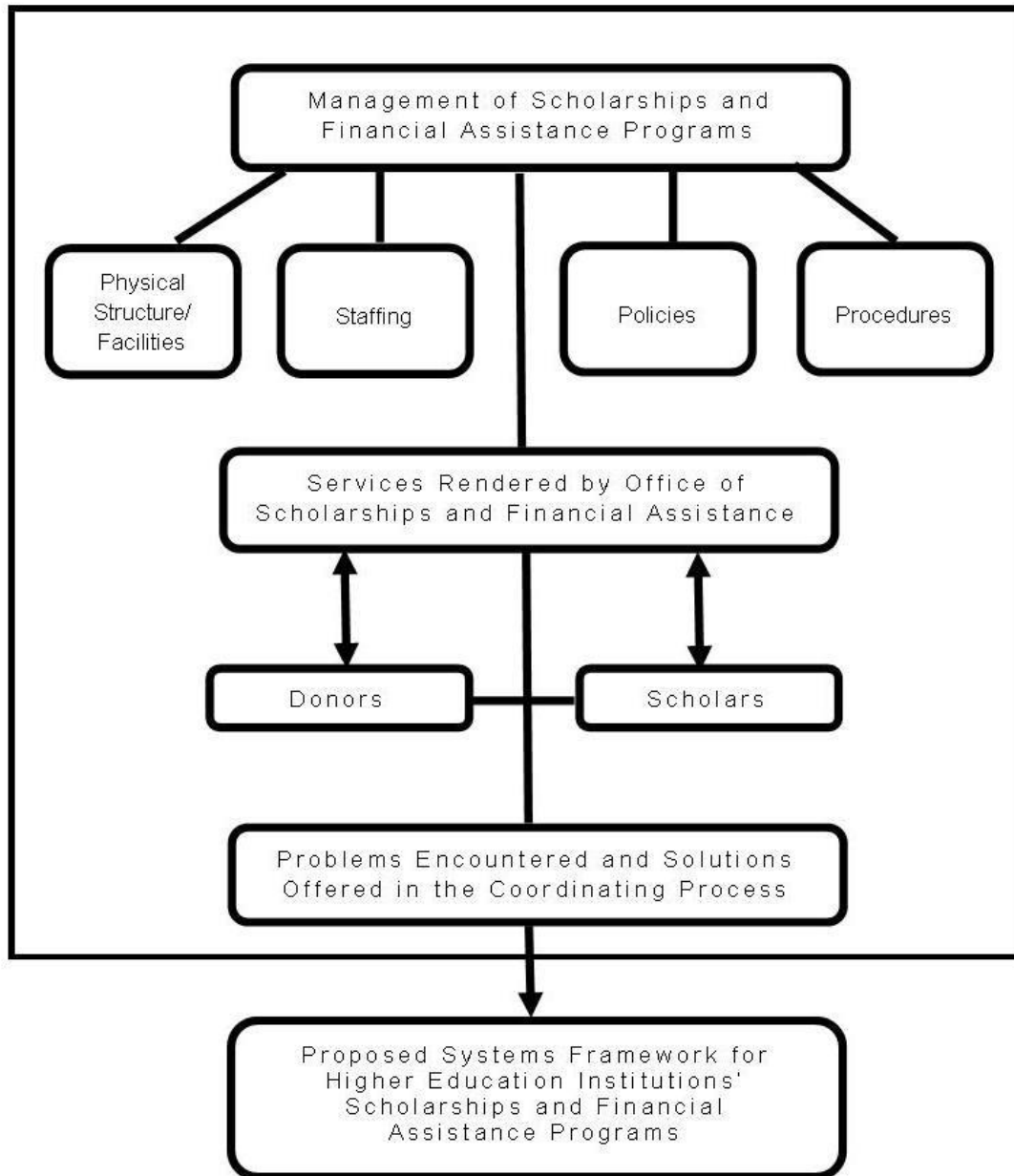
Republic Act No. 10648 known as the “*Iskolar ng Bayan Act of 2014*”, CMO No. 13, Series of 2014, and cited Memorandum of Agreement of some private organizations whose corporate social responsibility is to provide scholarship grants have illuminated the dire need of a systems framework that will guide the effective management of higher education institutions’ scholarships and financial assistance programs.

The researcher took cognizance of these expected obligations of the higher education institutions in managing the scholarships and financial assistance provided by the government and private sectors in forming the bases for proposing a systems framework.

Also, having noted the requirements of a vital service for students as mentioned by Hildebrand, the need to evaluate the level of effectiveness of the physical structure/facilities, staffing, policies and procedures, of the management of SFAPs in the respondent universities was deemed necessary for this study.

The Research Paradigm in Figure 1 indicates the variables of the study. These include the management of scholarships and financial assistance programs in terms of physical structure/facilities, staffing, policies and procedures, the services rendered by the office for scholarships and financial assistance programs to both the donors and the scholars, the relationships between the office and the key players, and the problems and solutions in the coordinating process. It could

not be discounted that there are problems, hence these were brought out from the respondents and solutions were suggested. On these variables, the proposed systems framework for higher education institutions' scholarships and financial assistance programs was anchored on and also taking into consideration the Ecological Systems Framework and the Systems Approach Evaluation Framework.



**Figure 1. The Conceptual Paradigm**

### **Statement of the Problem**

This study proposed a Systems Framework for Scholarships and Financial Assistance Program Management in Higher Education Institutions.

Specifically, the study answered the following questions:

1. What is the level of effectiveness of the management of scholarships and financial assistance programs among higher education institutions in the National Capital Region in terms of the following:
  - a. Physical Structure /Facilities
  - b. Staffing
  - c. Policies
  - d. Procedures
2. What are the services rendered by the Office of Scholarships and Financial Assistance Programs in the higher education institutions to the following:
  - a. Donors?
  - b. Scholars?

3. What are the problems encountered by the Office of Scholarships and Financial Assistance Programs in relating with the donors and scholars and how are these problems resolved?
4. What systems framework can be developed for a scholarships and financial assistance program management?

### **Significance of the Study**

This study can provide baseline data which can be useful to the top management in mapping out guidance and counseling and student services activities to meet the special needs of scholarship grantees.

Benchmarking from the selected higher education institutions in the national capital region as to the management of their respective SFAPs will provide bases in terms of the qualifications, support needed and amount of time required of the coordinator in running the scholarships and financial assistance programs.

To the officials of the higher education institutions, the findings of the study will serve as eye-openers for them to provide special administrative provisions that will contribute to the optimized implementation of the scholarships and financial assistance programs.

Coming up with systems framework for scholarships and financial assistance program management in a higher education institution may also pave the way for a long-lasting, mutually beneficial professional relationship with the scholarship donors and benefactors.

With the presence of well-managed scholarships and financial assistance program through the systems framework for scholarships and financial assistance program management, the students and scholars stand to benefit as their potentials and capabilities will be fully developed.

The integrity of scholarships enjoyed by the grantees will also be ensured since the scholars will have to undergo and pass the approved selection and retention processes of their scholarships.

The systematized management of the scholarships and financial assistance programs will also pave the way for the top management of the university to realize the pressing need of institutionalizing an office for scholarships and financial assistance.

It is also hoped that the findings of this study will guide the educational planners, ever mindful of the plight and problems of the students, most especially on the financial aspect, in exploring more possibilities of trying out more creative ways of running scholarships and financial assistance programs.

### **Scope and Delimitation**

The main focus of this study was on the development of a systems framework for the management of scholarships and financial assistance program that may be proposed for higher education institutions.

The researcher delimited the study to the participation of the universities which are centers of excellence (COE) in Teacher Education in the National Capital Region (NCR). Of the three (3) universities, one (1) is state-run while the other two (2) are private universities.

From each respondent-university, the scholarship coordinators or the authorized or designated persons who manage the scholarships and financial assistance program were asked to participate. The scholars who have been enjoying scholarships for eight (8) semesters and are about to graduate from their teacher education program were also part of the research.

The study also focused on the scholarships donor/benefactors who have been providing scholarships in the respondent-universities for at least five (5) years and who have signed a memorandum of agreement with them.

## **Definition of Terms**

To have a better understanding of this study, the following terms are defined either conceptually or operationally.

**Donors.** Refers to government and individual/group or organization that support a scholarship fund to best support the scholars who they chose based on the criteria they set for recipients' selection. In this study, the Donors were those who have been providing scholarships in the respondent university for the last five consecutive years and who entered into a memorandum of agreement with the partner university.

**Financial Assistance.** Outright grants to students provided by Donors, given based on family's financial circumstances and the student's academic standing.

**Office of Scholarships and Financial Assistance Program.** The office that is tasked to process all the scholarships and financial assistance available in the university.

**Physical Structure/Facilities.** The Office of Scholarships and Financial Assistance, its set-up, location, furniture and office equipment and resources available.

**Policies.** The declared objectives that the University seeks to achieve and preserve in the interest of a well-managed scholarships and financial assistance programs.

**Procedure.** The manner by which scholarships and financial assistance programs are being processed by the Office of Scholarships and Financial Assistance.

**Scholar.** The recipient of a scholarship grant after having fulfilled the requirements required by the scholarship program.

**Scholarship.** It is a financial aid provided to a student on the basis of academic merit offered by an educational institution, a government agency or a private individual/organization.

**Scholarship Coordinator.** The faculty or personnel appointed or designated by the University to manage and implement the scholarships and financial assistance programs in the University.

**Systems Framework for a Higher Education Institution's Scholarships and Financial Assistance Programs.** New way of conceptualizing and studying organization, offering a more comprehensive view of that organization while attempting to do so with precision and taking a holistic view. In this study, the systems framework that was proposed was based on the

results of the survey on the level of effectiveness of scholarships and financial assistance programs in the respondent university in terms of physical structure/facilities, policies, procedures and staffing, and interview among the scholarship coordinators, donors and the scholars.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains the researcher's readings on the topic under study for easier understanding of the research.

#### **Management and Management Approaches**

Different organizations and programs require different management style and management approach. This section discusses the management approaches which are vital to effective management of many organization's programs.

Hildebrand (2014) holds that Management is a science with a number of theories and volumes of studies designed to test those theories. Different theories appear to describe management of one type of organization better than another. There is not total agreement on the proper management theory to use.

A management theory is an organized set of related ideas, concepts and principles that describe the process of managing an enterprise. Management has been growing in its recognition as science.

However, among a few, managing is still considered an art because it encompasses creativity, where new approaches and new ways of looking at old

procedures are required. Many even argue that individuals should stay as managers for only a short time because they use up their fresh ideas. However, even the most creative manager must use management science as a basis for actions. A trial-and-error or intuitive method alone will prove less effective.

Furthermore, Hildebrand defines Management as an activity that coordinates individual and group efforts toward achieving goals. Management is needed in every effective group to attain the desired goals with the least expenditure of time, energy, and money. Whether the operation is an agency, a school, a business, or a family, whether it is operated for profit or on a nonprofit basis, management as a process is needed.

Hildebrand continues by saying that Managing requires a systems approach. When an organization is designed, it must be considered in light of its relationship to the external system and, also, to its internal system. A manager is the person who applies management theory and uses management technique. A manager today may also be called the administrator, executive, chief executive officer (CEO), supervisor, director, or boss.

Fulmer (1988) outlines ten approaches in management:

Empirical or case approach. Based on studying experience and focuses on mistakes and successes.

Interpersonal behavior approach. Based on the ideas that things get done through people; thus, management should study interpersonal relations.

Group behavior approach. Based on sociology and social psychology and is concerned with the behavior of people in groups in the workplace.

The cooperative social systems approach. Based on the idea of giving emphasis to well-organized cooperation.

Sociotechnical systems approach. Based on understanding how the technical system (machines and methods) affects the social system of the workplace, especially industry.

Decision theory approach. Based on the decisions that managers make.

Management science approach. Based on mathematical processes, concepts, symbols, and models.

Contingency or situational approach. Based on the circumstances of the workplace.

Managerial roles approach. Based on observation of managers and broadening the concept of management beyond the fundamental functions of planning, organizing, leading, staffing, monitoring, and controlling.

Eclectic approach. Based on utilizing fundamental functions of management – planning, organizing, leading, staffing, monitoring, and controlling – and parts of other approaches.

In his writing, Fayol (in Kinicki, 2013) attempted to construct a theory of management which could be used as a basis for formal management, education and training. Fayol firstly divided all organizational activities into six functions:

1. Technical: engineering, production, manufacture, adaptation.
2. Commercial: buying, selling, exchange
3. Financial: the search for optimum use of capital.
4. Security: protection of assets and personnel.
5. Accounting: stocktaking, balance sheets, costs, statistics.
6. Managerial: planning, organizing, commanding, coordinating, controlling.

The sixth function acts as an umbrella to the previous five. Fayol argues that to manage is to have a good plan of action which should be flexible, continuous, relevant and accurate, as it unifies the organization by focusing on the nature, priorities and condition of the business, long-term predictions for the

industry and economy, the intuitions of key thinkers, and strategic sector analyses from specialist staff groups.

For effective planning, managers should be skilled in the art of handling people, have considerable energy and a measure of moral courage, have some continuity of tenure, be competent in the specialized requirements of the business, have general business experience and the ability to generate creative ideas.

Fayol added that organizing is as much about lines of responsibility and authority as it is about communication flow and the use of resources. According to Fayol, it is the manager's duty to ensure that the plan is judiciously prepared and strictly carried out, seeing to it that human and material structures are consistent with objectives.

The timing and sequencing of activities so that they mesh properly, allocating the appropriate proportions of resources, times and priority and adapting means to ends must also be involved. Fayol further advance that managers who have command should gain a thorough knowledge of their personnel, eliminate the incompetent, be well versed in the agreements between the business and its employees, set a good example, conduct periodic audits of the organization, bring together senior assistants to ensure unity of direction and focus of efforts, not become engrossed in detail, and aim at making energy, initiative, loyalty and unity prevail amongst staff.

According to Fayol, controlling means checking that everything occurs according to the plan adopted, the principles established and the instructions issued, taking appropriate corrective action, periodically checking for weaknesses, errors and deviations from the plan, and checking that the plan is kept up to date.

Fayol's five-point approach advises managers on their tasks, duties and activities. From his own experience he established a number of general Principles of Management which lend definition, description and technique to this approach.

- Division of work: specialization allows the individual to build up expertise and therefore be more productive.
- Authority: the right to issue commands, along with the appropriate responsibility.
- Discipline: two-sided employees obey orders only if management play their part by providing good leadership.
- Unity of command: one man-one boss, with no other conflicting lines of command.
- Unity of direction: staff involved in the same activities should have the same objectives.

- Subordination of individual interest to general interest: the interests of the organization must come first over any group, just as the interests of any agreed team objectives should come first over the individual.
- Remuneration: should be fair and equitable, encourage productivity by rewarding well-directed effort, should not be subject to abuse.
- Centralization: there is no formula to advocate centralization or decentralization; much depends on the optimum operating conditions of the business.
- Scalar chain: Fayol recognized that although hierarchies are essential, they do not always make for the swiftest communication, and that lateral communication is also fundamental.
- Order: avoidance of duplication and waste through good organization.
- Equity: “a combination of kindness and justice” in dealing with employees.

- Stability of tenure: the more successful the business, the more stable the management.
- Initiative: encouraging people to use their initiative is a source of strength for the organization.
- Esprit de corps: management must foster and develop the morale of its employees and encourage each employee to use their abilities.

### **Program Management**

Program management involves multiple projects that are all related and working toward the same goal or result. This section discusses how the three environments in the human ecological system are interrelated and work toward the same goal.

Hildebrand (2014) explains that the human behavioral environment is created by people interacting with each other within the institutions of the human constructed environment. Teachers, caregivers, and cooks of child development centers interacting with parents and children create another human behavioral environment. People's thoughts, emotions, values, attitudes, sentiments, and abilities are affecting both short-term and long-term relationships and outcomes.

Hildebrand further explains that child development centers are established by human beings to provide physical care and to foster the individual development, growth, and education of children coming from the family systems. The child development center supplements the effects of children's parents and is obligated to help further develop the child's human resources – strengths, knowledge, skills, abilities, loyalty, and the like. Such attributes are often called human capital. With a higher level of human capital development no person may become a burden to society. Evidence suggests that an investment by a country in early childhood development education yields a high return.

People's roles in society are part of human behavioral environment. When women plan to work or participate in activities outside their homes, the need for child care centers is more urgent. In the developed world, where the human constructed environment is highly technical and organized, there are more child development centers than there are in less developed societies. Also, in developed regions, one finds more family services offered than in less developed societies.

In the countries of the developing world, the rural nature of the economies, low rates of industrialization, low rates of literacy, high unemployment rates, and low income levels help explain the small number of child development centers. However, a few centers will often be operating in some of the larger cities. Most of the developing countries today are still at the stage of trying to provide

universal elementary and more secondary education for their children. Education for younger children is considered too expensive when low income levels prevail.

### **Education and Development**

This section discusses how education plays a vital role in the desired development of outcomes of a program.

Schumacher (1975) describes the social and economic conditions of the people in the Third World, to which the Philippines is said to belong, as something critical and disturbing. It is in these countries, he claims, that “the rich are getting richer, while the poor are getting poorer.” It is also in these countries where the pattern of living and working is not only unsatisfactory but also in a process of accelerating decay. A great number of the people live in dire poverty and hopelessness and poverty has stultified and degraded the human person.

Development refers to how desirable change in a society is best achieved. The basic needs approach was introduced by the International Labor Organization in 1976, mainly in reaction to prevalent modernization and structuralism-inspired development approaches, which were not achieving satisfactory results in terms of poverty alleviation and combating inequality in developing countries. It tried to define an absolute minimum of resources necessary for long term physical well-being. The poverty line which follows from this is the amount of income needed

to satisfy those basic needs. The approach has been applied in the sphere of development assistance, to determine what a society needs for subsistence, and for poor population groups to rise above the poverty line. Basic needs theory does not focus on investing in economically productive activities. Basic needs can be used as an absolute measure of poverty.

Proponents of basic needs have argued that elimination of absolute poverty is a good way to make people active in society so that they can provide labor more easily and act as consumers and savers.

According to Garong (1994), the developing countries need total development of their natural and human resources. Development does not, of course, start with goods; rather it starts with people who possess proper education, proper organizational ability and discipline. This must be so because people, after all, are the primary agents and the ultimate beneficiaries of wealth in any form.

Garong continues by saying that education as a means for human development is the greatest resource for economic growth. Education is the key to everything worthwhile in life; it is the residual of all problems. The essence of education is the transmission of values. It is the transmission of ideas which enable man to choose one thing and reject another, to live a life that is something above meaningless tragedy or inward disgrace.

Education is something more than training; something more than knowledge and fact; something more than a mere diversion. It is something that makes the world and the life of the people more intelligible to them, and when a thing is intelligible, one will have a sense of participation, a reason to continue a shared existence.

Low income has been closely related to the amount of schooling people have acquired. The less educated families account for more than half of those living in poverty.

The opportunity to rise in society and attain a decent standard of living has been afforded today by access to education.

Without doubt, education is the major hope of improving the quality of life of individual and the society to which he belongs. It provides for social and economic stability, thereby making it possible for an individual from below the poverty line to move successful above it.

Private enterprise has realized its social responsibility to the education of the young who dream of earning a degree but who live in poverty, and that the private enterprise have the moral obligation to do something positive to improve the poor but deserving student's lot in life. The situation calls for the exercise of

an option – the putting up of a scholarship center that will manage the scholarship programs in the university.

Rondaris (1984) proposes that democratization of access to education connotes universal access to education in a society in which social classes do not find themselves barred from the different levels of the educational system. it is inherent in a democratic society where every individual , regardless of any variable, has the right to equal treatment.

### **Management of Scholarship Programs in the Philippines**

#### **Government Initiatives for Access to Education**

According to Zwaenepcel (in Rondaris, 1984) equalization of educational opportunities is a current Philippine social issue which has emotional appeal. The National Scholarship Center (NSC) under the then Ministry of Education, Culture and Sports (MECS) was charged with the administration of scholarship and study grant programs established in 1964.

The NSC, formerly known as the State Scholarship Council, was established by virtue of R.A. No. 4090, otherwise known as the State Scholarship Law, whose task is to select annually “poor and deserving” students who shall be granted state scholarships in science, arts, and letters.

The Center is a mechanism of the government providing significance to the invaluable concept of democratizing educational opportunities among the poor and intellectually endowed students to pursue high level professions. Its principal function is to integrate, consolidate, systematize, and administer all government scholarships programs, as well as private scholarship programs entrusted to it to administer.

Considering that democratizing educational opportunities through scholarship and study grant is a dynamic component of development education, its support by the national government could be viewed as a essential instrument and prime factor in accelerating the quality of human resource development.

The assigning of the NSC of the MECS, as the appropriate government agency charged with consolidation, integration, systematization, and administration of all government scholarship programs as well as private scholarships entrusted to it likewise reflects the government's serious concern for the need to harness the best human potential among the economically disadvantaged segment of society.

Considering that the Center is harnessing the academically gifted students with traits unique to their own group, it might as well be worthwhile to point out that there must be some educational provision to the administration of the scholarship and study grant program.

Alfeche (in Cuenca, 1995) expresses very well the government's concern for the development of the human resource capital when she stated: Democratizing access to education through financial assistance programs is one way of giving poor but deserving students the chance to develop their potentials to the maximum possible degree to enable them to contribute to national development.

As embodied in Section 2, Art. XIV of the 1987 Philippine Constitution. The state shall:

Establish and maintain a system of scholarship grants, student loan programs, subsidies, and other incentives which shall be available to deserving students in both public and private schools, especially to the underprivileged.

The state scholarship programs, therefore, have been established with one specific objective – to look after the welfare and educational needs of one identified group, the “poor but deserving students”, who, because of socio economic reasons, are at a disadvantage when pitted against those who are in the economically better segment of society.

### **Scholarship Programs in Philippine Universities**

This section discusses the similarities and differences in the management of scholarships and financial assistance programs in some of the universities in the Philippines.

At the University of the Philippines (UP), the office that administers the financial assistance programs is the Office of Scholarships and Student Services which also implements policies and decisions on STFAP, private and government scholarship programs, student loan program, student and graduate assistantship program, and adopt-a-student program. The OSSS is being supervised by the Office of the Vice-Chancellor for Student Affairs (OVCSA). The Office also assists the Office of the Vice-President for Academic Affairs (OVPA) and works with the Offices of Student Affairs (OSA) from different constituent universities in handling UP System financial assistance programs and activities. To perform its functions, the OSSS works with different Offices and Units in UP, such as the University Registrar, the UP Computer Center, and the UP Accounting Office. The efficiency and effectiveness of these offices and units greatly determine the delivery time and relevance of financial assistance services of the OSSS.

The Ateneo De Manila University (ADMU), on the other hand, has been providing scholarships for close to five decades now through the Ateneo College

Scholarship Program for deserving but financially challenged students. The scholarship programs continue to thrive – thanks to the University's firm commitment and the constant support of many generous alumni and other benefactors. Around 17 to 18% of the total college population enjoys various scholarships support.

In keeping with its mission, De La Salle University extends financial assistance to needy but capable Filipino men and women desiring to continue educational and training programs in both the undergraduate and the graduate levels. The Office of Admissions and Scholarships (OAS) is the unit charged with administering such assistance in the form of scholarship grants, tuition discounts, student assistantship, and loans. The OAS provides venues and opportunities that may allow generous benefactors to take direct and indirect involvement in making Lasallian education accessible to poor but capable Filipino men and women. The OAS serves as the bridge that links the University, its programs, stakeholders, and infrastructure with the benefactors towards the continuing accessibility of Lasallian education for the poor yet deserving Filipino men and women. The goals of the OAS are to make the Lasallian education accessible to those who are intellectually capable but financially handicapped, and to ensure that the University's various scholarship and financial assistance programs are properly administered. The OAS processes the application of those students who may be in

need of scholarships or other forms of financial assistance; provides the necessary enrollment certifications to those who are under the scholarship, financial assistance, and loan programs; informs donors regarding the status of their grantees; assigns to the units concerned those grantees who may be required to render service/research assistantship; and provides information regarding the various Scholarship and Financial Assistance programs.

The Polytechnic University of the Philippines, the largest university in the country, maintains its honor and pride by striving hard both in academic and nonacademic competitors. To keep this tradition of excellence, PUP develops its pool of scholars in different fields, such as in academics, athletics, arts and journalism.

The Office of Scholarship which is under the Office of the Vice President for Student Services is in charge with the implementation of the scholarship programs in PUP.

At the Adamson University (AdU), the Office for Student Assistance and Scholarship (OSAS) is just a new addition under the Vice President for Student Affairs. The office aims to centralize all efforts in the supervision of scholars and scholarship programs, and the dissemination of information on all matters related to scholarships and study grants for the University's student body. The OSAS is

also tasked in the development of each scholar by providing training programs that enhance leadership skills and personality development.

### **Scholarship Programs in International Universities**

This section discusses the similarities and differences in the management of scholarships and financial assistance programs in some international universities.

At the Columbia College Chicago, scholarships can be an excellent way to help pay for college because scholarship award dollars do not need to be repaid. These awards are mainly intended to be used towards tuition and fee expenses and, on occasion, extend to cover living expenses associated with attending college. Columbia College Chicago is very proud to offer a variety of scholarships for both undergraduate and graduate students. Each scholarship has its own criteria and application guidelines.

At the Ohio State University (OSU), the following general guidelines apply to scholarships offered at Ohio State. University-administered merit aid is awarded to members of an incoming freshman class in an effort to recognize and attract the best and brightest in academic talents and achievements. University-administered need-based aid is awarded to further the institution's mission to enable access to a wide variety of students. Ohio State offers various competitive

scholarship programs for freshmen with academic merit. Recipients are selected by the Office of Undergraduate Admissions and First Year Experience, University Honors and Scholars Center, or the Office of Diversity and Inclusion, in consultation with the Student Financial Aid Office. Renewals for these merit scholarships are automatic as long as the recipient remains eligible and is enrolled full-time.

Boston University offers several scholarships for students who excel in a particular subject area, or have special talents and other personal accomplishments. If a student is high achiever, Boston University wants to help him or her accomplish everything he or she possibly can as a BU student. Most scholarships are for academic achievement, while others go to talented athletes, performers and artists. The competition for a scholarship is keen: typically, recipients rank in the top 10% of their graduating class, but achievements outside the classroom in schools and communities can also make a difference.

BU has several kinds of academic scholarships/ some are available for specific areas of study. For some, the student must be nominated by his or her high school.

Concepts in this study include those that deal with relationship between school and environment (Bubolz, 1979; Scott, 2008;) that there are three environments, natural, human, human behavioral (Hildebrand, 1993), that action

of schools affect people in school and community (Ahrweiler, 2011; Lunenberg, 2010). Management of schools should look at internal and external relationships (Hildebrand, 2014) and managers perform different approaches (Fulmer, 1988, Fayol in Kinicki, 2013) to management. It is necessary that schools must provide for the satisfaction of its members (Herzberg, 2009; Maslow, 1998). The development of natural and human resources is a must (Garong, 1994), hence access to education should be provided (Rondaris. 1984) through financial assistance programs (Alfeche, in Cuenca, 1995) and such programs should have policies for scholarship (Drexel University Scholarship Program). However, in terms of researches, a very modest number talked about financial aid as a variable which was significantly related to student academic achievement (Rowland, 2003) and lack of financial aid was one factor that hindered student persistence in schools) Thomas, 2003)

Such concepts and researches did not deal directly with how a framework could be developed to manage scholarships and financial assistance programs, including its features and components and the relationship among its key players, hence this study's contribution is for schools to be guided on how to effectively manage such process for the benefit of both donors and scholars.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the research design, respondents and sampling, sources of data, instruments, data gathering procedure and data analysis of the results of the study.

#### **Research Design**

The study employed the descriptive developmental design triangulated by data from interviews and observations. Specifically, the descriptive survey method was used where participants answered questions administered through a questionnaire and asked through interviews. A descriptive study is the best method for collecting information that will demonstrate relationships and describe the world as it exists. Bickman and Rog (1998) suggest that descriptive studies can answer questions such as “what is” or “what was”. After the participants answered the questions, the researcher tallied and described the responses given. In addition to the survey, the researcher included data triangulated from interviews and observations to support the discussions of the responses to the survey.

Scores gathered from validated survey questionnaires were used to determine the level of effectiveness of the management of scholarships and financial assistance programs among the higher education institutions in the National Capital Region (NCR). This quantitative phase gave a clear picture of how scholarships and financial assistance programs were being effectively managed which provided the necessary starting point from where to evolve a systems framework for a higher education institution's scholarships and financial assistance programs.

In the second phase that followed, one-on-one and group interviews were conducted with three scholarship coordinators that provided the external data on the services rendered by the Office for Scholarships and Financial Assistance to donors/benefactors and the scholars. These scholarship coordinators came from the respondent universities.

Likewise, qualitative data were gathered from interviews with the donors/benefactors of scholarships and financial assistance programs who have been in partnership for at least five years and have entered into a memorandum of agreement with the respondent universities. The respondent scholars who are about to graduate from the teacher education programs of the respondent universities and have been enjoying their scholarships or financial assistance from the time they were admitted in the university, also provided qualitative

data which proved to be valuable insights and first-hand information. These interviews were supplemented by on-site observations. Mostly tackled in the interviews were the services rendered by the Office for Scholarships and Financial Assistance Programs to both donors and scholars and the existing relationship between and among them. Problems in the coordinating process and proposed solutions to such problems were also discussed in the interviews.

### **Participants of the Study**

The respondents were selected using purposive sampling technique. Purposive sampling is used when particular subjects are deemed more fit for the study or have sufficient knowledge about the study compared to other individuals. According to Bael (in Cohen et al., 2007), purposive sampling is used in order to access “knowledgeable people”, those who have in-depth knowledge about particular issues by virtue of their professional role, power, access to networks, expertise, exposure and experience. University respondents that were purposively selected are the Centers of Excellence in Teacher Education (COETE) in the National Capital Region.

Of the four universities that were identified as participants because of their being COETEs, only three were able to participate in the study since one of the target universities was undergoing a re-organization under the new president and key university officials therefore, could not decide promptly as to the approval of

the researcher's request to gather data from the university. Although, approval was finally granted to the researcher, it came very late when the researcher was left with no more time to administer the questionnaire, do on-site observations and interviews with their scholars, and most especially, with their donors/benefactors.

For this particular study, the researcher was able to interview three (3) scholarship coordinators, seven (7) donors/benefactors and 116 scholars and get a total of 126 respondents which is well within the recommended number of respondents needed for this type of study.

The scholarship coordinators that were purposively selected were those designated by their university and who are directly involved in managing the scholarships and financial assistance programs. The donors/benefactors included in the study came from the internal sector (the Universities themselves), private sector, government sector including the politicians and the non-governmental organizations (NGOs) who have been providing scholarships with memorandum of agreement (MOA) in the respondent universities for the past five (5) consecutive years.

Scholar participants on the other hand, were those who are about to graduate and have been enjoying their scholarship or financial assistance since the time they were admitted in the university.

Table 1 shows the distribution of participants per university who participated in this study, while Table 2 shows the distribution of scholar participants.

Table 1  
Number of Participants

| University | Scholarship Coordinator | Donors/Benefactors | Scholars |
|------------|-------------------------|--------------------|----------|
| A          | 1                       | 1                  | 1        |
| B          | 1                       | 1                  | 4        |
| C          | 1                       | 5                  | 111      |
| Total      | 3                       | 7                  | 116      |

Table 2  
Distribution of Scholar Participants

| University | Total Enrolment in the Teacher Ed. Programs | Total No. of Graduating Students | Total No. of Qualified Respondents |
|------------|---------------------------------------------|----------------------------------|------------------------------------|
| A          | 134                                         | 30                               | 1                                  |
| B          | 450                                         | 110                              | 4                                  |
| C          | 3473                                        | 1071                             | 111                                |
| Total      | 4057                                        | 1211                             | 116                                |

Tables 1 and 2 show that University A has a total enrolment of 134 in its Teacher Education program with 30 graduating students and one qualified respondent. The scholarship coordinator is a holder of Doctor of Philosophy degree, who also serves as the University Registrar. The donor/benefactor is the University itself, hence represented by the scholarship coordinator.

University B, on the other hand, has 450 total enrolment in its Teacher Education program with 110 graduating and 4 qualified respondents. The scholarship coordinator is a holder of a bachelor's degree, who serves under the Office of Student Affairs (OSA) as a fulltime member of the staff. The donor/benefactor is the University itself, hence represented by the scholarship coordinator.

University C has the biggest enrolment at 3437 since all of its students are in the Teacher Education programs with 1071 graduating, of which 111 qualified as respondents. The scholarship coordinator is a holder of a Master's degree in Guidance and Counseling and serves as a fulltime faculty at the Office of Student Affairs and Student Services. The donors/benefactors include five private organizations which have been providing scholarships and financial assistance under a memorandum of agreement with University C for five consecutive years already.

Since the study involved human participants, the researcher accomplished the Research Ethics Checklist for Investigations involving Human Participants and saw to it that the University Code of Research Ethics was observed all throughout the conduct of the study. Ethical clearance was granted to the researcher. Informed consent forms were given out to the target respondents. Since all the respondents were above 18 years old, parental consent was not necessary.

To ensure confidentiality of data of the present study, data that personally identify an individual, such as name and address, were not collected. The respondents had the option NOT to give their identifying data. The researcher was respectful of privacy when discussing about the respondents. At no time were the respondents referred to by name in the present research during discussions/interviews. The respondents were referred to as “my respondents...” The researcher ensured that there was rapport between her and the respondents during their every encounter. Only the researcher had access to and processed all the data. The respondents were also assured that once the research has been conducted and written up, all papers, transcript of interviews, etc. will be kept under lock and key in the filing cabinet or desk or in a password-protected file in the personal computer of the researcher and will be properly discarded when the

bound copies of the research have been received by the appropriate office of the university where the researcher is enrolled.

### **Research Instruments**

In order to gather the data and information needed in this study, the following data collection instruments were employed.

#### **A. Questionnaire**

The researcher developed a survey questionnaire that was administered to the scholarship coordinator of the respondent universities to determine the level of effectiveness of the management of the scholarships and financial assistance programs in the areas of physical structure, staffing, policies and procedures. The questionnaire included the activities being undertaken during the coordinating process of the scholarships and financial assistance programs by the Office for Scholarships and Financial Assistance in the university. These activities were identified from numerous researches she did on various literature and related studies about scholarship program management from both local and international universities. Of the 40 items in the questionnaire, 9 items measured the level of effectiveness in terms of the physical structure, 6 items on staffing, 10 items on policies, and 15 items on procedures.

After the construction, the first drafts of the questionnaire were presented to the advisers for their comments and suggestions. After having been assisted by the advisers in improving the questionnaire, the content validation process that involved ten experts (4 Scholarship Coordinators, 4 Student Affairs Personnel, 2 Registrars) from ten universities in Metro Manila was done. With the proper guidance from the advisers, further improvements were finally made on the instrument and the suggestions and comments given by the experts were taken into consideration. The final form of the questionnaire was in the form of a checklist using a 4-point Likert scale. (Appendix K, pp. 156 ).

#### B. Semi-structured Interview Guide

Follow-up interviews were conducted with the scholarship coordinators to better explain the services rendered to donors and scholars, their relationships with the donors and the scholars, and to further explain their answers in the survey questionnaire. These qualitative data were utilized to support the quantitative data yielded.

Semi-structured interviews with the donors/benefactors and scholars were conducted to gather support to the quantitative data. In the semi-structured interview, a standard set of questions was followed, but the

researcher had some freedom to pursue greater details when interesting information arose (Old et al., in Rogue, 2012).

The semi-structured interview guide was designed to extract qualitative information from the respondents on a case-to-case basis. These were one-on-one interviews to obtain the donor respondents' held opinions on their relationship with the scholars and vice versa of the scholars with the donors. Kerlinger (in Cohen, 2007) and Talens (2009) point out that in-depth-interview is used to follow-up unexpected results or to validate other methods or to go deeper into the motivation of respondents and their reasons for responding as they do.

The standard specific questions were open-ended to afford the interviewees with some freedom in sharing their views about the topics presented.

After the construction of the semi-structured Interview Guide, the first draft was presented to the advisers for comments and suggestions. Once improved, the content validation was done by 10 experts from 10 universities in Metro Manila.

### C. Other Sources of Data

#### Observation

The distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather “live” data from naturally occurring situations (Cohen et al., in Roque, 2012). Personally seeing the physical structure/building, facilities and equipment, and placement in the organizational structure of the scholarships and financial assistance programs in the respondent universities gave the researcher some ideas about the management of the scholarships and financial assistance programs. Also, seeing the actual Office for Scholarships and Financial Assistance provided the researcher some idea of the kind of scholarships and financial assistance programs the respondent universities have.

#### Documentary Analysis

The memorandum of agreement (MOA) entered into with the donors/benefactors were also analyzed to determine their expectations from partner universities in the management of the scholarship programs under their sponsorship. This data was important in proposing a systems framework for higher education institutions’ scholarships and financial assistance program management that is responsive not only to the needs of the scholars but of the donors/benefactors as well.

According to Creswell (2012), a valuable source of information in qualitative research can be documents. Documents consist of public and private

records that qualitative researchers obtain about the participants in the study. Documents that were analyzed for this study were the organizational structure lay-out of the respondent universities, as well as the specific physical structure lay-out of the office or center that manages the scholarships and financial assistance programs.

### **Data Gathering Procedure**

The researcher personally distributed the questionnaires for the quantitative part of the study to the participating universities. This way, she was able to establish rapport with the respondents thereby getting also their commitment and cooperation ensuring prompt accomplishment of the survey. A Letter of Request for permission to distribute questionnaires, conduct interviews and view and analyze documents was secured from the authorities of each University. The questionnaires were distributed and the interviews were conducted to the respondent universities one at a time.

One week was given for the scholarship coordinators to accomplish the questionnaire with follow-up reminders through telephone calls during the one-week period. Two scholarship coordinators were able to immediately return the questionnaires while the other scholarship coordinator needed longer time and more follow-ups and reminders. The researcher had to make several visits to the

office of the third scholarship coordinator in order to retrieve the accomplished questionnaire.

For the qualitative part for the study, the Interview Guide Questions were attached to the Letter of Request to give potential participants ideas on what to share during the interview. Also attached to the letter was the Ethical Clearance issued by the Research Ethics Office of one of the respondent universities which required the Ethics Review of the study. The request was specifically addressed to the scholarships directors of the higher education institutions who decided favorably on it. On the other hand, one scholarship director had to disapprove the request in view of their standing policy that all researches to be conducted must be sanctioned by the university president. With this development, the researcher decided to address the letter to the Executive Director for External Relations and Internationalization who later forwarded the same to the Office of the Vice Chancellor for Research and Innovations. Finally the request landed on the desk of the Director for Research Ethics Office who instructed the expedited ethics review of the study and thereafter granted ethical clearance for the study. However, due to time constraints, the researcher was left with no choice but to exclude the said university in the study.

Due to the hectic schedule of the scholarship coordinators and donors/benefactors, all interviews were conducted through email except for one

donor who suggested a personal group interviews instead. The group interview was participated by three members of the staff of the said donor. According to Ary et al. (2006), interviews conducted via e-mail have been used in studies in recent years. On appointment, the researcher visited the office of the donor and went on with the interview by introducing herself after which the nature and purpose of the interview were clearly explained. Permission to use a voice recorder was sought due to limitations of note-taking.

For most of the scholar participants, interviews were done personally in their universities during their free time. However, for some participants who were out for their off-campus teaching, the scholarship coordinators or the office secretaries were kind enough to hand the interview sheets to the scholars whenever they report to the university while still on off-campus teaching. Accomplished interview sheets were scanned and emailed back to the researcher.

Throughout the research process, the researcher observed the basic ethical standards and principles as laid down in the PNU Code of Ethics as respect, beneficence and justice. At the outset of the study, letters of requests were sent out to the target universities assuring them of the confidentiality of the data and contribution of the research to improve scholarship programs of the universities concerned. Informed consent were sought from the participants. No harm, physical or psychological or otherwise, happened to the participants,

specifically in the conduct of the interviews, and due respect to offices concerned were shown whenever the researcher came to visit. There were no biases either in the selection of the participants and in the instruments. The researcher was granted clearance and certificate of compliance after submitting the proposal to the Research Ethics Committee (REO).

### **Data Analysis**

To analyze and interpret the data in Problem No. 1, which is on the effectiveness of the management of the scholarships and financial assistance programs, descriptive statistics was employed. The mean was used to describe the level of effectiveness of the management of scholarships and financial assistance programs as perceived by the respondent universities through the scholarship coordinators.

Interpretation of gathered numerical data to determine the level of effectiveness of the management of scholarships and financial assistance was done using the 4-point Likert scale as follows:

| Scale | Mean Range | Interpretation      |
|-------|------------|---------------------|
| 4     | 3.51 – 4.0 | Very Effective (VE) |
| 3     | 2.51 – 3.5 | Effective (E)       |
| 2     | 1.51 – 2.5 | Less Effective (LE) |
| 1     | 1.00 – 1.5 | Not Effective (NE)  |

For problem number 2, on the services rendered, the services rendered were tabulated and observations were recorded on whether they were rendered or not. Excerpts from the interviews regarding the services were added.

For problem number 3, problems encountered were listed and excerpts from interviews on actual problems and suggested solutions were shown.

Finally, a proposed systems framework for scholarships and financial assistance program management was developed based on the data and theoretical underpinnings.

## **CHAPTER IV**

### **PRESENTATION, INTERPRETATION AND ANALYSIS OF DATA**

This chapter presents, analyzes, and interprets the data obtained from the research study. The quantitative data, gathered from the accomplished survey questionnaires administered to the three scholarship coordinators from the three respondent universities are presented in tables. Analysis and interpretation of the data were based on the computed weighted means of the ratings collected. Comments and suggestions of respondents obtained during informal interviews are included in the discussion and explanations of the assessment results. Discussion and explanation of the results follow the tables.

The qualitative data gathered from semi-structured interviews with scholarship coordinators, donors/benefactors and scholars were summarized highlighting the significant remarks shared by the interviewees.

The discussions in this section follow the order of the problems posed in Chapter 1

- 1. On the level of effectiveness of the management of scholarships and financial assistance programs among higher education institutions in the National Capital Region in terms of:**

**a. Physical Structure/Facilities**

Table 3

Level of effectiveness of the management of scholarships and financial assistance programs among higher education institutions in the National Capital Region in terms of Physical Structure/Facilities

|                | <b>Mean</b><br>$\bar{x}$ | <b>Verbal Interpretation</b> |
|----------------|--------------------------|------------------------------|
| University A   | 3.67                     | Very Effective               |
| University B   | 4.00                     | Very Effective               |
| University C   | 2.11                     | Less Effective               |
| <b>Overall</b> | <b>3.26</b>              | <b>Effective</b>             |

Legend:

| <u>Weighted Mean</u> | <u>Interpretation</u> |
|----------------------|-----------------------|
| 3.51 – 4.0           | Very Effective (VE)   |
| 2.51 – 3.5           | Effective (E)         |
| 1.51 – 2.5           | Less Effective (LE)   |
| 1.00 – 1.5           | Not Effective (NE)    |

The overall level of effectiveness in the area of physical structure/facilities was rated to be Effective with a mean of 3.26. University A got a mean of 3.67 which meant Very Effective. Since the scholarship coordinator was also the University Registrar, the Office for Scholarships and Financial Assistance Programs was also the Registrar's Office and was found to be accessible where scholars can approach the window especially designated for them and a staff from the Registrar's Office will be available to attend to their concerns. For University B which got a mean of 4.00 which meant Very Effective, it was observed that their office was accessible where scholars can wait comfortably for their chance to consult with the scholarship coordinator. They even have a digital numbering system so that clients are promptly advised whether the personnel they wish to talk to is available and whether it was already their turn to approach the cubicle of the scholarship coordinator. University B has also provided a comfortable room adjacent to the Office for Student Affairs where the scholarships applicants can conveniently fill-out application forms for scholarships and renewal for scholarships. A computer software was also observed to be very functional so that the scholarship coordinator is connected with the other offices in the university, especially the Admissions Office and the Cashier's Office, which allows for easy and prompt assessment and approval of fees and discounts for scholars online.

On the other hand, University C whose level of effectiveness in the area of physical structure/facilities was found to be Less Effective ( $\bar{x} = 2.11$ ) is very much wanting in physical structure and facilities. There was no designated office for scholarships and financial assistance in the said university as it only shares a space, equipment and facilities with the student affairs office. An office for scholarships and financial assistance cannot be found in the organizational structure of University C.

#### b. Staffing

Table 4

Level of effectiveness of the management of scholarships and financial assistance programs among higher education institutions in the National Capital Region in terms of Staffing

|                | <b>Mean<br/><math>\bar{x}</math></b> | <b>Verbal Interpretation</b> |
|----------------|--------------------------------------|------------------------------|
| University A   | 3.00                                 | Effective                    |
| University B   | 4.00                                 | Very Effective               |
| University C   | 1.17                                 | Not Effective                |
| <b>Overall</b> | <b>2.72</b>                          | <b>Effective</b>             |

Legend:

Weighted Mean

3.51 – 4.0

2.51 – 3.5

1.51 – 2.5

1.00 – 1.5

Interpretation

Very Effective (VE)

Effective (E)

Less Effective (LE)

Not Effective (NE)

The overall level of effectiveness in the area of Staffing was found to be Effective with a mean of 2.72. University A got a mean of 3.00 which meant Effective. It was observed that University A does not have designated staff for scholarships and financial assistance programs since it just shares with the staff of the Registrar's Office considering that the University Registrar is also the scholarship coordinator. For University B which yielded a mean of 4.00 interpreted as Very Effective, it was noted that they have established a system in their Office for Student affairs where scholarships and financial assistance programs are being coordinated by a fulltime staff who does not have any teaching load, hence, solely devoted to the programs.

On the other hand, for University C's level of effectiveness in the management of staffing was Not Effective ( $\bar{x} = 1.17$ ), as it does not have the staff that could implement the policies and carry-out promptly the procedures of the various scholarships and financial assistance programs. The management of the scholarships and financial assistance programs is entrusted to a faculty who does the coordinating of 44 scholarships and financial assistance programs over and above her teaching loads. She gets to devote only a fraction of her two non-teaching loads to coordinating since she also has some guidance and counseling tasks to perform.

**c. Policies**

Table 5

Level of effectiveness of the management of scholarships and financial assistance programs among higher education institutions in the National Capital Region in terms of Policies

|                | <b>Mean<br/><math>\bar{x}</math></b> | <b>Verbal Interpretation</b> |
|----------------|--------------------------------------|------------------------------|
| University A   | 3.80                                 | Very Effective               |
| University B   | 4.00                                 | Very Effective               |
| University C   | 3.30                                 | Effective                    |
| <b>Overall</b> | <b>3.70</b>                          | <b>Very Effective</b>        |

Legend:

| <u>Weighted Mean</u> | <u>Interpretation</u> |
|----------------------|-----------------------|
| 3.51 – 4.0           | Very Effective (VE)   |
| 2.51 – 3.5           | Effective (E)         |
| 1.51 – 2.5           | Less Effective (LE)   |
| 1.00 – 1.5           | Not Effective (NE)    |

As for Policies, the overall mean was found to be at 3.70 which showed that the level of effectiveness of the management of policies among the respondent universities was Very Effective.

University A got a mean of 3.80 which meant Very Effective. Since the donor in University A was the university itself, the scholar, as part of the policy to maintain her scholarship, was expected to receive a general weighted average (GWA) of 1.25 every semester. University B yielded a Very Effective level of effectiveness in the area of Policies. It was observed that they have an established system of coordinating their scholarships and financial assistance programs since they have the Local and Central Scholarship Committees which are tasked to set the policies and resolve all issues concerning scholarships and financial assistance. When faced with problems regarding implementation of scholarships and financial assistance programs, the scholarship coordinator meets with the Local and Central Scholarship Committees. The scholarship coordinator had this to say when looking for resolution to problems she encountered in her job:

*“The problems/concerns I encountered in coordinating the university’s scholarships and financial assistance programs would be about assessment and reconsideration of appeals.”*

Furthermore, she said that she resolved the problem by:

*“holding a meeting with the Local and the Central Scholarship Committees.”*

On the other hand, the higher score on Policies of University C, ( $\bar{x} = 3.30$ ) – Effective, was maybe due to the fact that among the respondent universities, University C has the most number of donors so that policies are quite in place for ease in the management. Every individual donor enters into a memorandum of agreement (MOA) with University C. The MOA contains the policies for the implementation of the scholarship provided which, after having been reviewed and approved by the two parties, the donor and the respondent university, may now be implemented by the Office for Scholarships and Financial Assistance Programs. Each MOA (samples of MOA may be found in Chapter II, Review of Related Literature) may be unique as the donors may have different objectives and corporate social responsibility statement for their scholarship and financial assistance program.

However, one donor in University C observed that some scholars move to other scholarship grant even if they are already in the 4<sup>th</sup> year enjoying the scholarship provided by a particular donor. The same donor suggested that as a matter of policy,:

*“The partner university must not allow scholars to transfer to another grant especially if already about to graduate.”*

#### d. Procedures

Table 6

Level of effectiveness of the management of scholarships and financial assistance programs among higher education institutions in the National Capital Region in terms of Procedures

|                | <b>Mean<br/><math>\bar{x}</math></b> | <b>Verbal Interpretation</b> |
|----------------|--------------------------------------|------------------------------|
| University A   | 3.53                                 | Very Effective               |
| University B   | 3.67                                 | Very Effective               |
| University C   | 2.40                                 | Less Effective               |
| <b>Overall</b> | <b>3.20</b>                          | <b>Effective</b>             |

Legend:

| <u>Weighted Mean</u> | <u>Interpretation</u> |
|----------------------|-----------------------|
| 3.51 – 4.0           | Very Effective (VE)   |
| 2.51 – 3.5           | Effective (E)         |
| 1.51 – 2.5           | Less Effective (LE)   |
| 1.00 – 1.5           | Not Effective (NE)    |

In terms of Procedures, the overall level of effectiveness was found to be Effective ( $\bar{x}$ = 3.20). Both University A and B have Very Effective management of the procedures for the management of scholarships and financial assistance programs while it was Less Effective for University C.

University A did not have to observe and follow much procedure. Since the donor is the University itself, all the scholar had to do every enrollment was proceed to the Registrar's Office where she enjoys tuition fee waiver whenever her grade met the required GWA of 1.25.

Scholars in University B were found to have good relationships with the Donors since procedures are well in place. University B is able to provide the donors with semestral reports and statement of accounts of the scholars as well as with calendar of activities for their (donors) reference. University B also arranges meetings/ sessions as venue for interaction between the donors and the scholars. University B also helps the donors in facilitating scholarship call-out and in the annual screening of applicants.

It can be said that the Very Effective ( $\bar{x}$ = 3.67) level of effectiveness in the area of procedures in University B meant that it is able to render the following services to both the donors and the scholars very effectively:

- helps students comply with the requirements of the scholarship program

- sees to it that all efforts are centralized in the supervision of scholars and scholarships and financial assistance programs
- disseminates relevant/important information on all matters related to scholarships and financial assistance programs for the University's student body
- provides programs that are responsive to the needs, welfare and interest of the scholars
- tries its best to make readily available the scholarships money during enrolment to enable the scholars to pay for tuition and other fees, and living expenses associated with attending college
- coordinates with the concerned units of the university so that the smooth conduct of the scholarships and financial assistance programs are assured
- makes readily available the documentary requirements pertaining to scholarships from concerned offices
- conducts a university-administered need-based assessment to enable access to a wide variety of students who are potential scholars

- provides the donors with updated reports regarding their scholarships or financial assistance programs
- observes a system for interacting with students and the scholarship donors and the public in general
- provides handy the profile of the scholars as well as of the donors, including their addresses and contact details.

Below are some of the excerpts of the interview with University B on procedures:

*”We provide venues for interaction between the donors and the benefactors.”*

*“We also organize trainings and formation programs for the scholars’ personal development and growth that will help boost their confidence but with a humble heart.”*

*“We prepare the scholars for their future endeavors.”*

For their part, University C got a mean of 2.40 on Procedures, which meant Less Effective. From the scores of University C in the Survey Questionnaire for the Scholarship Coordinator, it can be said that University C manages the following services to both the donors and the scholars less effectively:

- providing programs that are responsive to the needs, welfare and interest of the scholars
- making readily available the scholarships money during enrolment to enable the scholars to pay for tuition and other fees, and living expenses associated with attending college
- coordination with the concerned units of the university so that the smooth conduct of the scholarships and financial assistance programs are assured
- making readily available the documentary requirements pertaining to scholarships from concerned offices
- exerting efforts to solicit scholarships for graduate students in teacher education
- conducting a university-administered need-based assessment to enable access to a wide variety of students who are potential scholars
- providing the donors with updated reports regarding their scholarships or financial assistance programs
- observing a system for interacting with students and the scholarship donors and the public in general

- making available the profile of the scholars as well as of the donors, including their contact information.

Below are some of the excerpts of the interview with University C on procedures:

*“We organized the Scholars Association and meet with the officers as the need arises.”*

*“We empowered the Scholars Association officers to mobilize the activities and meetings.”*

Although there is much to be improved on the professional level, specifically in following the procedures, between University C and the donors, it was observed during the interviews that the relationship between the two group of respondents was very good on the personal level. The donors in University C further expressed the following during the interview:

*“When there are concerns, we can always talk with the scholarship coordinator.”*

*“The office for scholarships and financial assistance is very accommodating, cooperative and helpful.”*

*“They provide referrals of prospective scholarship applicants.”*

**2. On the services rendered by the Office for Scholarships and Financial Assistance Programs to:**

**a. Donors**

| SERVICES                                                                 | University<br>A | University<br>B | University<br>C |
|--------------------------------------------------------------------------|-----------------|-----------------|-----------------|
| Scholarships Call-out for Donors                                         | x               | ✓               | ✓               |
| Interview of Donors' Applicants                                          | x               | ✓               | ✓               |
| Recommends Applicants to Donors                                          | x               | ✓               | ✓               |
| Legal Assistance<br>( Review MOAs prepared by Donors)                    | x               | x               | ✓               |
| Furnish Donors with Complete Grades of Scholars                          | x               | ✓               | x               |
| Disburse the Donors' Funds to the Scholars through the Accounting Office | x               | ✓               | *               |
| Furnish Donors with Semestral Report about Scholars                      | x               | ✓               | x               |
| Furnish Donors with Financial Report                                     | x               | ✓               | x               |
| Bill the Donors Promptly                                                 | x               | ✓               | x               |

Legend:    ✓ - Observed  
               X - Not Observed  
               \* - Not Consistent

For University A, since the university is the donor itself, and no other, it follows that there were no observed services to donors. As for University B, the Donors were found to be enjoying very good services. The University helps the Donor in the Scholarships Call-out as well as in interviewing the applicants and eventually in coming up with a list of candidates for a particular Donor. However, it was not observed whether University B provides legal services by reviewing the MOA prepared by the Donor. Furthermore, University B is able to furnish the Donors with semestral report on the scholars including their complete grades and financial report. University B also disburses the funds through the Accounting office and gets to bill the Donor promptly.

Looking at the services rendered by University C to the Donors, it was found that there is much to be desired when it comes to providing the Donors with the necessary reports concerning the scholars' status including semestral reports on their complete grades as well as financial reports. The Donors also find it difficult when the tuition fees must be remitted to individual scholars instead of direct payment to the university, for ease in accounting and billing process. The Donors do not see this concern getting resolved anytime soon since it was the partner-university's decision to send tuition fees directly to scholars and not through the University's Accounting Office. This arrangement

further causes the delay in the release of stipends of the scholars which the Donors are trying to avoid from happening.

**b. Scholars**

| SERVICES                           | University<br>A | University<br>B | University<br>C |
|------------------------------------|-----------------|-----------------|-----------------|
| Academic Guidance and Advising     | x               | ✓               | ✓               |
| Counseling and Social Networks     | x               | ✓               | ✓               |
| Financial Aid Advising and Funding | x               | ✓               | ✓               |
| Leadership Training and Seminars   | x               | ✓               | ✓               |

Legend:      ✓ - Observed

X - Not Observed

\* - Not Consistent

As to whether University A renders academic guidance and advising, counseling and social network, financial aid advising and funding, and leadership training and seminars was not observed. This is so since the

university is the donor itself and the scholars visit the Office for Scholarships and Financial Assistance Programs (OSFAP) during enrollment only and when there was a need to inquire if allowance is already available when delayed.

As for University B and C, it was observed that all the aforementioned services are being rendered for the scholars.

Academic Guidance and Advising – arguably the most important student services – are areas where students need tremendous help. Improving academic services for scholars is crucial because most scholars, especially the new ones, may have academic deficiencies that limit their ability to engage effectively in college and maintain their scholarships.

Some scholars expressed appreciation with the academic guidance and advising being provided to them by their university through the OSFAP. Below are just some of their comments about the OSFAP and the services it rendered to them:

*“Whenever I come to OSFAP, even just for a visit, the people there are very approachable and friendly.”*

*“The OSFAP motivate me to study hard in order to maintain my scholarship.”*

*“The OSFAP staff members are our friends, they teach us about good study habits.”*

*“I get informed regarding the academic requirements in order to maintain my scholarship.”*

*“I am comfortable talking to people at the OSFAP about my academic difficulties.”*

*“OSFAP hold events that promote unity and establish harmonious relationships among scholars.”*

*“I feel comfortable talking to Ms. AA (scholarship coordinator) because she is very approachable and she always smiles which reflects her positive outlook in life.”*

*“As a scholar, one requirement that we have is to actively participate in the events that our organization have. But unfortunately, there was an incident that I wasn’t able to attend some of the events. I was very scared because I might not be able to renew my scholarship. After sharing my concern, I felt relieved and I am very glad that it didn’t affect my scholarship renewal.”*

*“Ms. (Scholarship Coordinator) talked to me and reminded me with the things that I need to do as a scholar. She tries her very best to answer all the concerns that I have.”*

*“Through events being held, I, as a scholar, feel appreciated and feel the strong bond in the organization.”*

Regardless of how academically prepared scholars are for college, even well-constructed educational plans can be significantly altered by both unexpected life events and ongoing personal problems. Through counseling and social network services counseling, mentoring, and peer networks, are available services to help the scholars cope and manage everyday pressures of school and

family. Personal guidance and counseling can help the scholars confront academic as well as nonacademic challenges. Many of the scholars were found to be very appreciative of this service. Below are just some of their comments:

*“We can always talk to the scholarship coordinator if we have a concern.”*

*“The scholarship coordinator is always there to listen.”*

*“The scholarship coordinator makes me feel enlightened.”*

*“I feel safe and secured when I am with the staff of the OSFAP.”*

*“I am very happy whenever I went to the Office for Scholarships and Financial Assistance Programs because I am able to grow holistically because of the staff there.”*

The financial aid advising and funding service are central to student support. After all, many scholars cannot enroll – let alone remain enrolled – without scholarships or financial assistance. Intensive financial aid counseling is necessary to ensure that scholars apply for and receive all the aid to which they are entitled. Financial literacy programs may be offered to help student better understand the role of finances in life’s decisions including maintaining their scholarships.

Leadership Trainings and Seminars are among the services the scholars look forward to from University B and C. Here are some of what they have to say about this service:

*“They also hold events that promote unity and establish harmonious relationships among scholars.”*

*“As a scholar, one requirement that we have is to actively participate in the events that our organization have.”*

*“We attend regular sessions that train us about life skills.”*

### **3. On the problems encountered by the Office for Scholarships and Financial Assistance Programs in relating with the donors and scholars and how are these resolved.**

Both University A and B could not think of any problem they encountered with the Donors since their respective Universities are the donors themselves. As for University C, it identified the stipends of the scholars not being provided in a timely manner, as the problem they encountered with the Donors and they resolved this by maintaining a close coordination and constant follow-ups with the Donors.

University C had this to say during the interview:

*“One of the problems that I encountered in the course of coordinating the scholarships and financial assistance programs in my University would be the nagging delay in the disbursement of the scholars’ stipends.”*

*“We resolve this problem on late disbursement of scholars’ stipends by coordinating and making constant follow-ups with the concerned donors.”*

In terms of problems encountered with the scholars, University A could not identify any problem since the University is the donor and the scholars are assured of tuition fee waiver during enrollment.

University B identified assessment of scholarship status and reconsideration of appeals as their problem and further said that these are usually resolved through constant communication and coordination, and good professional relationships between the scholars, the donors, the Office for Scholarships and Financial Assistance Programs, and the student organization of scholars.

The Scholarship Coordinator in University B said the following during the interview:

*“ Some of the problems/concerns that I have so far encountered in coordinating our university’s scholarships and financial assistance programs were on the assessment of the scholars’ status whether their scholarship qualifies for renewal or not. Another problem would be when they file an appeal for*

*reconsideration when they have not met the requirements for renewal.”*

*“When faced with these problems, I usually resolve them by requesting for a meeting with the Local and Central Scholarship Committees of the University to discuss with them everything about the problem.”*

Talking about the problems encountered by the scholarship coordinator with the scholars, financial management, specifically disbursement of their stipends on time, was also identified. This meant that the nagging delays in the disbursement of scholars’ stipends were both a problem for the scholarship coordinator and the scholars. Another problem/concern mentioned by the scholarship coordinator during the interview was the lack of time to conduct regular sessions with scholars in order to facilitate life skills training. When asked how she resolved the said problem, the scholarship coordinator had this to say:

*“In order to resolve the problem on the lack of time to conduct regular sessions with the scholars, I allowed, with my Dean’s approval, the Scholars Association officers to mobilize the activities and meeting.”*

When it was the scholars’ turn to share the problems/concerns that they have encountered with the Office for Scholarships and Financial Assistance

Programs (OSFAP) and how they resolved them, they (scholars) expressed the following during the interview:

#### On delayed stipend/allowances

*“Whenever I have a problem or concern regarding my stipend, I go directly to my donor.”*

*“I think, as a scholar, I cannot resolve this problem since the OSFAP has no financial management system in place that can disburse scholarship funds properly and it the reason why I cannot do anything when it was taking too long for the donor to bring personally the check/ cash for the stipend.”*

*“I make a follow-up at the Accounting Office, through OSFAP, when the processing of payroll by Accounting Office is taking too long.”*

*“When OSFAP does not request early enough the funds from the donor government office where red tape is apparent, I think, as a scholar, I cannot resolve it. We have to wait for OSFAP to initiate the request since OSFAP has many other concerns. Also, OSFAP does not have enough staff and proper support from the management.”*

*“Sometimes, OSFAP cannot even tell us the reason why my stipend is being delayed. In order to resolve this, I consistently make follow-ups with the OSFAP and I also ask for updates from my co-scholars.”*

#### On renewal of scholarships

*“Renewal of my scholarship takes too long because of waiting for other scholars’ requirements for processing all documents at the same time by OSFAP. I think, as a scholar, I cannot resolve this since individual processing is tedious and there is only one*

*staff at the OSFAP to do it. This staff is being shared with other offices.”*

*“Most of the time, renewal of my scholarship cannot be processed because of late submission of grades by my professors. As a scholar, I cannot resolve this since some professors negate their responsibilities and have other concerns. Added to this is the inconsistent implementation on prompt submission of grades of the university.”*

#### **4. On the proposed systems framework for scholarships and financial assistance program management**

As defined by Ludwig von Bertalanffy (in Jarrin, 2007), a systems framework is a new way of conceptualizing and studying organization, offering a more comprehensive view of that organization while attempting to do so with precision and taking a holistic view. It is designed to deal with complexity. It is a theory of emergent - actions and outcomes at the collective level emerge from the actions and interactions of the individuals that make up the collective.

Since a higher education institution’s scholarships and financial assistance programs come from both the government and private individual/organizations, the systems framework that was developed was deemed responsive to the specific requirements and needs of both donors. It also essayed the crucial role the Office for Scholarships and Financial Assistance Programs should play in the

management of the scholarships and financial assistance programs hence the scholarship coordinator, with the assistance of a support staff and other offices who also play vital roles, is at the center of the systems framework. The coordination with other key offices in the universities specifically, in the state university was also taken into consideration in the development of the said systems framework.

The following attempt to offer a proposed systems framework for scholarships and financial assistance programs in a higher education institutions took note of the roles each of the players have to play in the smooth functioning of the “organization”. Results in the survey, interviews, observation and documentary analysis as well as insights gained from the literature review were all inputted in the systems framework.

Below is the Proposed Systems Framework for Higher Education Institutions Scholarships and Financial Assistance Programs:

Proposed Systems Framework for a Higher Education Institutions Scholarships and Financial Assistance Programs

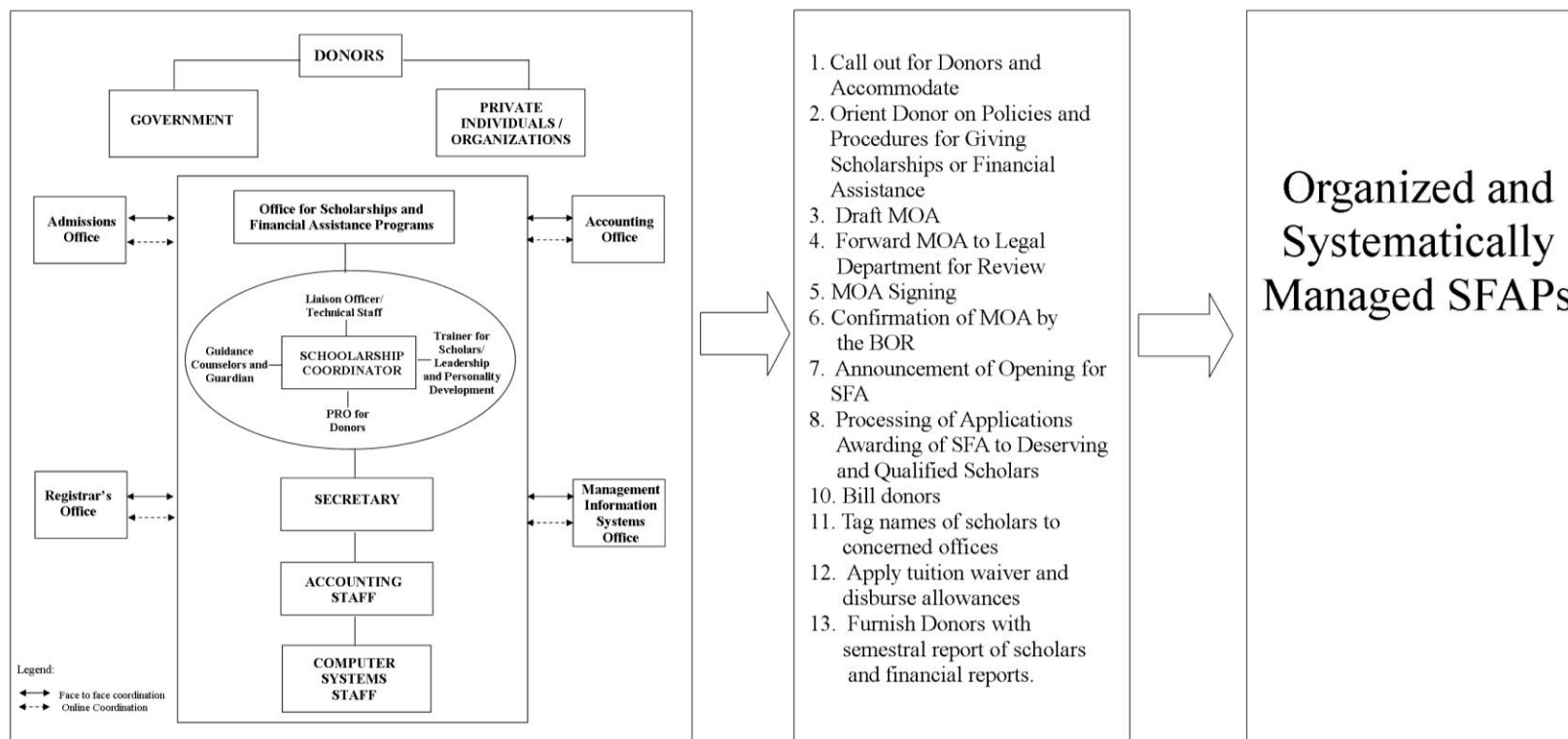


Figure 2: Proposed Systems Framework for Higher Education Institutions' Scholarships and Financial Assistance Programs

The first box which can be considered as inputs to the scholarships and financial assistance programs shows the key players of the program. This includes the **Donors**, (both government and private\_individuals/organizations), the **Office for Scholarships and Financial Assistance Programs (OSFAP)** with the **Scholarship Coordinator** as the centerpiece with all the roles thereto, surrounded by other vital offices that come into play for the operations of the program.

The second box shows the processes or procedures in the conduct of the program. it is assumed that key players, cognizant of their roles and responsibilities, with procedures and policies in place will lead to an organized and systematically managed scholarships and financial assistance programs. The details of the system are as follows:

## I. Key Players

### A. DONORS

#### Government

A state university has a crucial role in implementing the scholarships and financial assistance programs of the government.

SEC 2. Of Republic Act No. 10648, Declaration of Policy, stipulates that, “it is the declared policy of the State to protect and

promote the right of all citizens to quality and accessible education at all levels and to establish and maintain a financial assistance system that shall be available to deserving students, especially the underprivileged. For this purpose, the government shall democratize access to higher education by institutionalizing a college scholarship program to be named “*Iskolar ng Bayan* Program” for top graduates of public high schools in the country, subject to the academic standards, application and admission policies and such other reasonable rules and regulations of state universities and colleges (SUCs).

The government expects the state university to:

- a. Provide information to the faculty, administrative officials and staff, and parents about the program.
- b. Inform the government through the appropriate agency of its (state university) capacity to absorb the students applying under the government’s scholarship and financial assistance programs.
- c. Provide a summer bridge program in order to enable the scholar to comply with the minimum academic requirements for his or

her preferred course and/or allow the scholar to enroll in another course.

- d. Ensure that full assistance is granted to the scholars to enable them to avail of the government's scholarships and financial assistance programs.
- e. Submit certification of enrolment or registration of new and ongoing scholars/grantees/borrowers and grades for the previous semester for ongoing scholars/grantees/borrowers..
- f. Release to scholars/grantees/borrowers their financial benefits transferred by the appropriate government agency.
- g. Submit to the appropriate government agency liquidation reports on the disbursement of fund received for payment of financial benefits of scholars/grantees/borrowers.
- h. Submit to appropriate government agency data or information on scholars/grantees/borrowers as needed.
- i. Provide guidance and counseling services and assistance in job placement of scholars/grantees/borrowers.
- j. Attend meetings called by the donor.

The state university is also required to report annually to the government through the appropriate office on or before a date set by the said office. The report shall include the number of students admitted under the scholarships and financial assistance programs, the courses they are enrolled in, their academic standing and other relevant information that will help improve the scholarships and financial assistance programs. The Congress will also be provided with such report.

#### Private Individuals/Organizations

The government encourages the private sector especially the private corporations to support the scholarships and financial assistance programs under their corporate social responsibility projects. The private individuals/organizations, on the other hand, stipulate the following obligations of the state university:

- a. Screen applicants on the basis of the university academic standards and economic status consistent with the criteria set by the private donor.
- b. Impose the academic standards of admission and retention of grantees of the scholarships and financial assistance programs.

- c. Assign an officer-in-charge who shall be responsible for the evaluation, recommendation and selection of scholars and shall ensure efficient administration of the scholarship program. He or she shall provide the private donor with necessary documents needed for the monitoring and evaluation of scholars and furnish the donor with periodic report and semestral/term master list of the students who successfully meet the criteria set for the scholarships and financial assistance programs. The officer-in-charge shall also assist the scholars regarding their enrolment and requisition of funds from the donors.
- d. Submit, at the end of each semester/term, an academic report of each scholar's/grantee's performance. The submitted grades must be a certified true copy of official transcript issued by the registrar. Upon completion of the degree, the state university shall provide the donor a certified true copy of the scholar's/grantee's diploma within 60 days after graduation.
- e. Recommend measures for the improvement of the scholarships and financial assistance programs.
- f. Attend meetings called by the donor.

These donors seek the assistance of the higher education institutions in carrying-out and managing their scholarships and financial assistance programs directly through the Office for Scholarships and Financial Assistance Programs which is headed by the scholarship coordinator. **This relationship is shown by the lines connecting the donors with the office for scholarships and financial assistance programs.**

B. SCHOLARSHIP COORDINATOR

The scholarship coordinator plays the following roles in the performance of his or her duties:

a. Liaison Officer/Technical Staff

In order for the scholarships and financial assistance programs to run smoothly, the scholarship coordinator must always be updated about the programs, thus, he or she must attend the meetings called by the donors, both government and private individuals/organizations. She must always be ready to submit the documents and technical reports being asked for by the donors and other key players in the systems framework.

b. Public Relations Officer for Donors

The much-needed support and assistance provided by the donors cannot be underplayed. Hence, the scholarship coordinator represents the higher education institution in maintaining a healthy, productive symbiotic relationship with them. The scholarship coordinator must make time to attend to its invitations for meetings as well as its social events.

c. Trainer

During the interviews with the scholars, a good number of them expressed the need for trainings and seminars that are aimed at honing their leadership skills and enhancing their personalities. Coping with stress and beating the pressures posed by the academic duties are also some of the topics that may be explored.

d. Guidance Counselor and Guardian

The scholarship coordinator may sometimes need to act as guardian to the scholars when the situation calls for it. He or she may need to seek an appointment with the scholar's professors to discuss most especially about the academic performance of the scholar in order to ensure the continuity of the scholarship or financial assistance.

On the other hand, the scholarship coordinator may also need to wear the hat of a counselor when the scholar is in need of counseling interventions.

**These roles are shown surrounding the Scholarship Coordinator as the center of the program with lines drawn connecting them to her/him.**

C. SECRETARY

The coordinating office needs an efficient secretary who can perform tasks such as typing, sorting mail, filing, and taking and making phone calls. Having the secretary do these work may leave the scholarship coordinator extra time which he or she can productively spend in doing the public relations work with potential donors. Since the coordinating office is the “window to the world” so to speak, and people receive their first impressions of the office through a phone call or a visit, careful training of staff is essential to be sure that information is given accurately and pleasantly.

D. ACCOUNTING STAFF

Since a large amount of money is involved in the management of scholarships and financial assistance programs, an accounting system should be established with the aid of a qualified accounting staff who works fulltime at the coordinating office. Payments of stipends and allowances of the scholars and grantees should be made on time and in an approved manner.

E. COMPUTER SYSTEMS STAFF

Computer systems are useful in the management of scholarships and financial assistance programs. Online coordination and transaction with other vital offices in the higher education institution is necessary in the prompt delivery of services to the scholars. A computer systems staff would be very helpful in ensuring the functionality of the computer systems in the Office for Scholarships and Financial Assistance Programs.

**These offices are in direct major contact with the scholarship coordinator as they provide the vital services, hence, direct lines from coordinator to such offices.**

F. OTHER VITAL OFFICES IN RELATION TO OSFAP

In order to deliver a prompt and effective service to the scholars, the Office for Scholarships and Financial Assistance Programs need to coordinate face to face as well as online with the following offices.

**These relationships are represented by straight reciprocal arrows and broken lines reciprocal arrows to show how they function in relation to the OSFAP and the coordinator.**

- a. Admissions Office – coordination with the Admissions Office is especially necessary for identifying the entrance scholars and new scholars so that applicable discounts may already be enjoyed by the scholars during enrolment.
- b. Registrar's Office – close coordination and team work with the Registrar's Office is very much necessary in ensuring that the grades of the scholars will be encoded in a timely manner so that the scholars may also be able to renew their scholarships on time allowing for the prompt release of the scholars' stipends in time for enrolment. The Registrar's Office is also the source of data for the reports and documents the donors are asking the Office for Scholarships and Financial Assistance Programs to furnish

them at the end of the semester or term as well as the annual report.

- c. Accounting Office – proper coordination with the Accounting Office is necessary in order to be able to submit a timely and accurate financial report for the scholarships and financial assistance programs to the donors and concerned government offices.
- d. Management Information System Office – proper coordination with the Management Information System Office will ensure a functional and reliable online system of the management of scholarships and financial assistance programs in the higher education institution.

## II. Processes/Procedures/Policies

1. The overall process begins with Call-out for Donors and accommodating them to the OSFAP, hence, the need for a presentable and well-equipped office with an efficient secretary.
2. The Donor will be oriented on the University's policies and procedures for giving scholarships and financial assistance.

3. The Donor will draft a memorandum of agreement (MOA) to be forwarded to the University for its comments/suggestions and approval.
4. The University, on the other hand, will forward the MOA to its Legal Department for Review.
5. Upon approval of the MOA, the two parties will schedule the MOA signing.
6. The signed MOA will be submitted to the Board of Regents/Board of Trustees for confirmation.
7. Having confirmed the MOA by the Board, the OSFAP will announce the opening for available scholarship or financial assistance for the student body to know.
8. Applications of students will be processed, seeing to it that no student gets to enjoy two major scholarships/financial assistance, except for academic or merit scholarship.
9. The OSFAP ensures that the policies as embodied in the MOA with respective Donor are properly implemented.

10. Scholarships/financial assistance will be awarded to deserving and qualified scholars.
11. The Accounting Office shall apply tuition waiver and disburse allowances to scholars whose names have been tagged in the online system.
12. The Accounting Office shall bill the Donors for the tuition fees and allowances disbursed to the scholars.
13. The OSFAP will tag the names of scholars to other vital offices in the University so that semestral reports as well as financial reports may be generated online and furnished to the Donors in a timely manner.
14. The OSFAP will furnish Donors with semestral reports and financial reports.

**Policies to be implemented may not be uniform for all Donors since each individual Donor may have different stipulations in the MOA which they entered into with the University.**

All of these human components interacting with each other, to insure that policies, processes, and procedures are in place, will lead to an organized and systematically managed SFAPs.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary, the conclusions drawn from the findings and the recommendations.

#### **Summary of Findings**

This study made a survey among higher education institutions in the National Capital Region. It sought to determine the level of effectiveness of the management of scholarships and financial assistance programs in terms of physical structure/facilities, staffing, policies, and procedures. It also looked into the services rendered by the office for scholarships and financial assistance programs to the donors and the scholars as well as the problems encountered and solutions offered in the coordinating process. The results provided the bases for developing the proposed systems framework for higher education institutions' scholarships and financial assistance programs.

The data gathering started with a quantitative survey of the level of effectiveness of the management of scholarships and financial assistance programs among the respondent universities in terms of physical structure/facilities, staffing, policies, and procedures. To gather the needed data, the Survey Questionnaire for Scholarship Coordinator was used and fielded-out

to the scholarship coordinators of the respondent universities to determine the level of effectiveness of their management of their scholarships and financial assistance programs. A total of three scholarship coordinators from four respondent universities took part in the survey. The four-point Likert type scale was used in the questionnaire. The weighted means were then computed to determine how effective the management of scholarships and financial assistance programs was in terms of physical structure/facilities, staffing, policies and procedures. The same scholarship coordinators took part in the gathering of data for qualitative support of the investigation by answering Interview Questionnaires that were aimed at providing the researcher a much more in-depth data gathering from the respondents. All the three scholarship coordinators opted for an online survey by asking the researcher to send through email the interview sheets and sent back the same through email. The written responses for interviews were analyzed and summarized highlighting the relevant statements that provided the qualitative support on how the office for scholarships and financial assistance programs, through the scholarship coordinators, relate with the donors and the scholars. The interviews with the donors, like the scholarship coordinators, were done through email except for one donor who invited the researcher to come over to their office to conduct a group interview since she was still new as program director of the private donor-organization. The group interview was also joined by other members of the staff

of the said program director. It took the researcher a month or more to retrieve the accomplished interview sheets from the four donor respondents. On the part of the students, since all of them are graduating students and were off campus for their practice teaching, some were sent, also through email, an interview sheet. The accomplished interview sheets were received by the researcher after a month or more after numerous follow-ups. All the significant statements of the respondents, namely the scholarship coordinators, donors and the scholars, were the bases of the researcher in the development of the desired output of the study, the proposed systems framework for higher education institutions' scholarships and financial assistance programs.

## **Findings**

The analysis and interpretation of data resulted with the following findings:

1. The overall level of effectiveness in the area of Physical Structure/Facilities was rated to be Effective with a mean of 3.26. In the area of Staffing, the overall level of effectiveness was found to be Effective with a mean of 2.72. As for Policies, the overall level of effectiveness was found to be at 3.70 which showed that the level of effectiveness of policies among the respondent universities was Very

Effective. In terms of Procedures, the overall level of effectiveness was found to be Effective with a mean of 3.20.

2. The services rendered by the Office for Scholarships and Financial Assistance Programs (OSFAP) to Donors were Scholarship Call-out which was observed at University B and C but not observed at University A; Interview of Donors' Applicants which was observed at University B and C but not at University A; Legal Assistance was observed at University C, not at University A and B; Furnish Donors with Complete Grades, Disburse the Donors' Funds, Furnish Donors with Semestral Reports, Furnish Donors with Financial Report and Bill the Donors Promptly were services rendered and observed at University B but not from University A and C. Although disbursing the Donors' Funds through the Accounting Office was observed at University C, it was not consistent with all the Donors.

In terms of services rendered by the OSFAP to scholars, Academic Guidance and Advising, Counseling and Social Networks, Financial Aid Advising and Funding and Leadership Training and Seminars were services rendered and observed at University B and C but not at University A.

3. Both University A and B did not encounter problems with the Donors since their respective Universities are the Donors themselves. University C identified the stipends of the scholars not being provided in a timely manner as the problem they encountered with the Donors which they resolved by maintaining close coordination with the Donors.

In terms of problems encountered with the scholars, University A could not identify any problem while University B identified assessment of scholarship status and reconsideration of appeals as their problems which they resolved through constant communication and coordination with scholars, donors and the student organization of scholars.

On the other hand, University C mentioned financial management, specifically disbursement of scholars' stipends on time as their problem with the scholars. University C also mentioned lack of time to conduct regular sessions with scholars in order to facilitate life skills training as another problem.

The scholars, on the other hand, shared that the problems they encountered with the OSFAP were the delayed stipends and on the renewal of scholarships which could not be processed promptly due to many factors.

4. Since higher education institutions' scholarships and financial assistance programs come from both the government and private individual donors/organizations, the systems framework that was developed was deemed responsive to the specific requirements and needs of both donors. The attempt to offer a proposed systems framework for scholarships and financial assistance programs in higher education institutions took note of the roles each of the players have to play in the smooth functioning of the "organization". Results in the survey, interviews, observation and documentary analysis gained from the literature review were all inputted in the systems framework.

## **Conclusions**

The following conclusions were drawn from the summary of the findings.

On the whole, the scholarships and financial assistance programs among selected universities in the National Capital Region was well managed. Respondent universities render varied services for both donors and scholars which paved the way for good professional relationships between and among them. Problems abound in the course of management of scholarships and financial assistance programs, however, solutions offered helped ease the problems.

A proposed systems framework for a higher education institutions' scholarships and financial assistance programs developed can pave the way for effective program management.

The framework features the key players of the scholarships and financial assistance programs which include the donors, the OSFAP and the scholarship coordinator and other vital offices for the operations of the program. the key players cognizant of their roles, conduct the program through policies, processes and procedures which are put in place. MOAs play vital roles in these processes as they form the legal bases of the programs. The interaction of all the human components in compliance with policies and procedures will lead to an organized and systematically managed SFAPs.

### **Recommendations**

Based on the findings and conclusions of this study, the following recommendations are made:

1. Adopting the proposed systems framework could be of help to improve management of SFAPs.
2. Benchmarking from the practices of Universities with functional and well developed SFAPs could be done.

3. Close coordination between SFAPs and all other offices should be established.
4. The institutions should look into the possibility of creating a separate Office for SFAPs taking into consideration that it is a major service to the students and found to be necessary.
5. Further research may be undertaken involving more scholarship coordinators and donors.

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## Appendix A

### LETTER TO EXPERT VALIDATORS

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Dear \_\_\_\_\_

I am a Faculty of the Philippine Normal University who is currently working on my dissertation entitled “*A Systems Framework for a State University’s Scholarships and Financial Assistance Programs*” for the degree Ph.D. in Educational Management, also at the Philippine Normal University.

In this light, may I have the honor to have you as one of the research experts to validate my survey questionnaire and interview guides by giving your invaluable comments and suggestions.

I understand your hectic schedule due to the various tasks and responsibilities that your academic stature entails. But I earnestly hope that you can find time to generously share your expertise and rich knowledge in the field of student services and management of scholarship programs.

Your kind and favorable response will be very much appreciated. Thank you very much.

Respectfully yours,

**Noemi B. Zulieta**

*Research*

Noted by:

**Dr. Danilo K. Villena**

Program Coordinator, CGSTER

Philippine Normal University

*Adviser*

**Dr. Lolita H. Nava**

Faculty, CGSTER

Philippine Normal University

*Adviser*

## Appendix B

### COVER LETTER FOR SCHOLARSHIP COORDINATOR/HEAD

Dear \_\_\_\_\_

The undersigned is a Faculty of the Philippine Normal University (PNU) who is currently working on her dissertation entitled “*A Systems Framework for a State University’s Scholarships and Financial Assistance Programs*” as the last major requirement for the degree Doctor of Philosophy in Educational Management also at the Philippine Normal University.

The main objective of her study is to come up with a systems framework for the management of scholarships and financial assistance programs that can be adopted by PNU as well as other state and private higher education institutions in the Philippines. The respondents of the study are the scholarship coordinators, the donors and the scholars in the Centers of Excellence in Teacher Education. Needless to say, the valuable participation of your University’s Scholarship Dean/Director/Coordinator/Head will truly give the much needed help.

In this regard, your unselfish and invaluable support is earnestly requested by granting the undersigned an interview with your scholarship dean/director/coordinator/head, the scholars in the teacher education programs as well as the donors. Rest assured that all information gathered will be treated with utmost confidentiality and will be used only for this academic undertaking.

Respectfully yours,

**Noemi B. Zulieta**

*Researcher, Mobile No. xxxxxxxxx*

Noted:

**Dr. Danilo K. Villena**

Program Coordinator, CGSTER

Philippine Normal University

*Adviser*

**Dr. Lolita H. Nava**

Faculty, CGSTER

Philippine Normal University

*Adviser*

## Appendix C

### COVER LETTER FOR DONORS

\_\_\_\_\_  
\_\_\_\_\_

Dear \_\_\_\_\_

The undersigned is a Faculty of the Philippine Normal University (PNU) who is currently working on her dissertation entitled “*A Systems Framework for a State University’s Scholarships and Financial Assistance Programs*” as the last major requirement for the degree Doctor of Philosophy in Educational Management also at the Philippine Normal University.

The main objective of her study is to come up with a systems framework for the management of scholarships and financial assistance programs that can be adopted by PNU as well as other state and private higher education institutions in the Philippines. The respondents of the study are the scholarship coordinators, the benefactors/donors and the scholars in the Centers of Excellence in Teacher Education. Needless to say, the valuable participation of your Scholarship/Financial Assistance Program will truly give the much needed help.

In this regard, your unselfish and invaluable support is earnestly requested by granting the undersigned an interview with your scholarship program coordinator. Rest assured that all information gathered will be treated with utmost confidentiality and will be used only for this academic undertaking.

Respectfully yours,

**Noemi B. Zulieta**

Researcher      Mobile No. xxxxxxxxx/[zulieta.nb@pnu.edu.ph](mailto:zulieta.nb@pnu.edu.ph).

Noted:

**Dr. Danilo K. Villena**

Program Coordinator, CGSTER

Philippine Normal University

*Adviser*

**Dr. Lolita H. Nava**

Faculty, CGSTER

Philippine Normal University

*Adviser*

## Appendix D

### COVER LETTER FOR SCHOLARS

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Dear \_\_\_\_\_

The undersigned is a Faculty of the Philippine Normal University (PNU) who is currently working on her dissertation entitled “A Systems Framework for a State University’s Scholarship and Financial Assistance Program” as the last major requirement for the degree Doctor of Philosophy in Educational Management also at the Philippine Normal University.

Part of her study involves determining the profile and the nature of the scholarships being enjoyed by the scholars at the Philippine Normal University.

In this regard, your invaluable participation is earnestly requested by accomplishing as completely as you can the attached survey questionnaire. Rest assured that the information gathered will be kept in strict confidence and will be used only for this academic undertaking.

Your kind and favourable response will be very much appreciated as the completion and success of this study rest upon your full and whole-hearted support and cooperation.

Respectfully yours,

Noemi B. Zulieta  
*Researcher*

Endorsed by:  
Dr. Aurora B. Fulgencio  
Dean, OSASS  
Philippine Normal University

## **Appendix E**

### **INTERVIEW GUIDE FOR SCHOLARSHIP COORDINATOR/HEAD**

1. Personal Information
  - a) Name: (Optional)
  - b) Name of University/Employer
  - c) Position/designation in relation to scholarships and financial assistance programs
  - d) Name of scholarships/financial assistance programs being managed/coordinated that have memorandum of agreement (MOA) with the University and offering scholarships or financial assistance in the university for at least five (5) years.
  - e) Number of scholars in the Teacher Education programs who are graduating in the current school year, 2015-2016 and recipient of scholarship or financial assistance from the time admitted in the university.
2. Would you describe how the Office for Scholarships and Financial Assistance relate with the:
  - a) Donors?
  - b) Scholars?
3. What are the problems/concerns that you encounter in coordinating your university's scholarships and financial assistance programs?
4. How did you resolve the problems encountered?
5. How would you describe the overall
  - a) management of your scholarships and financial assistance programs
  - b) relationship of your office with the donors and the scholars
  - c) effectiveness of your scholarships and financial assistance programs
6. What are your recommendations for scholarships and financial assistance programs to be successful?

## **Appendix F**

### **INTERVIEW GUIDE FOR DONORS**

1. Personal Information
  - a) Name: (Optional)
  - b) Name of Scholarship or Financial Assistance being offered
  - c) Name of University where your scholarship or financial assistance is being offered
2. Would you describe how the Office for Scholarships and Financial Assistance in your partner University relate with you?
3. Can you describe the nature of the agreement that was established between your organization and your partner university?
4. What problems have you encountered regarding the said agreement?
5. What problems do you encounter regarding how your scholarships or financial assistance program is being managed by your partner university?
6. How did you resolve the problems encountered?
7. What action/s did you take to resolve the problem/s?
8. How would you describe the overall
  - a) management of your scholarships or financial assistance program by your partner university
  - b) relationship with the Office for Scholarships and Financial Assistance of partner university
  - c) relationship with your scholars in the partner university
  - d) effectiveness of your scholarships or financial assistance program in the partner university
9. What are your recommendations for your scholarship or financial assistance program to be successful?

## Appendix G

### INTERVIEW GUIDE FOR SCHOLARS

1. Personal Information
  - a) Name: (Optional)
  - b) Area of Specialization in the Teacher Education Program
  - c) Name of scholarship/financial assistance being enjoyed
  - d) Nature of scholarship/financial assistance being enjoyed  
     Academic \_\_\_\_\_ Non-academic \_\_\_\_\_
  - e) Scholarship/financial assistance donor
  - f) Amount of stipend/ financial assistance being received
  - g) Other forms of assistance being received (e.g. uniform, books, etc.)
2. Would you describe how the Office for Scholarships and Financial Assistance relate with you as a scholar?
3. What problem/s have you encountered regarding your scholarship or financial assistance?
  - a. Do you receive your stipends on time?
  - b. What causes the delay of release of your stipend?
  - c. What office in the University do you go to whenever you have problems regarding your scholarship or financial assistance?
  - d. To whom do you talk to regarding your problems pertaining to your scholarship or financial assistance?
  - e. Would you describe how you feel whenever you talk to the person/office identified in 3.4??
4. Is there an available scholarship coordinator whom you can talk to anytime regarding your concerns?
5. Can you describe your feelings (positive/negative) before and after sharing your concerns?
6. How were you helped with your concerns?
7. Would you describe your overall impression on the management of scholarships and financial assistance programs in your university?

8. How would you describe the overall effectiveness of the management of scholarships and financial assistance programs in your university?
9. Other comments and suggestions.

## Appendix H

### COVER LETTER FOR HEI PARTICIPANTS

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It is my pleasure to endorse the request of my faculty, Prof. Noemi B. Zulieta, who has been serving the Philippine Normal University for more than twenty years.

Prof. Zulieta is currently working on her dissertation entitled, “*A Systems Framework for a State University’s Scholarship and Financial Assistance Program*” as the last major requirement for the degree Doctor of Philosophy in Educational Management also at the Philippine Normal University.

The main objective of her study is to come up with a systems framework for the management of scholarships and financial assistance programs that can be adopted by PNU as well as other state and private higher education institutions in the Philippines. Needless to say, the valuable participation of your University, being a Center of Excellence in Teacher Education, will truly give credence to her study.

In this regard, your unselfish and invaluable support is earnestly requested by granting Prof. Zulieta an interview with your scholarship coordinator, scholars enrolled in the teacher education programs and external benefactors. Rest assured that all information gathered will be treated with utmost confidentiality and will be used only for this academic undertaking.

Thank you in advance for the much-needed support and assistance and for furthering the mission of the South Manila Education Consortium (SMEC).

Very truly yours,

**ESTER B. OGENA, Ph.D.**

President

## Appendix I

### LETTER OF REQUEST TO THE DEAN/DIRECTOR

Dear \_\_\_\_\_

The undersigned is a Faculty of the Philippine Normal University (PNU) who is currently working on her dissertation entitled “*A Systems Framework for a State University’s Scholarships and Financial Assistance Programs*” as the last major requirement for the degree Doctor of Philosophy in Educational Management also at the Philippine Normal University.

The main objective of her study is to come up with a systems framework for the management of scholarships and financial assistance programs that can be adopted by PNU as well as other state and private higher education institutions in the Philippines. The respondents of the study are the scholarship coordinators, the donors and the scholars in the Centers of Excellence in Teacher Education. Needless to say, the valuable participation of your University’s Scholarship Dean/Director/Coordinator/Head will truly give the much needed help.

In this regard, your unselfish and invaluable support is earnestly requested by granting the undersigned an interview with your scholarship dean/director/coordinator/head, the scholars in the teacher education programs as well as the donors. Rest assured that all information gathered will be treated with utmost confidentiality and will be used only for this academic undertaking.

Respectfully yours,

**Noemi B. Zulieta**

*Researcher, Mobile No. xxxxxxxxxxxx*

Noted:

**Dr. Danilo K. Villena**

Program Coordinator, CGSTER

Philippine Normal University

*Adviser*

**Dr. Lolita H. Nava**

Part-time Faculty, CGSTER

Philippine Normal University

*Adviser*

## Appendix J

### QUESTIONNAIRE FOR VALIDATION

Name \_\_\_\_\_

Date \_\_\_\_\_

Position/Designation \_\_\_\_\_

Name of University/Employer \_\_\_\_\_

### SURVEY QUESTIONNAIRE FOR THE SCHOLARSHIP COORDINATOR

**Directions:** Below are items that describe the activities being undertaken during the coordinating process of the scholarships and financial assistance programs by the Office for Scholarships and Financial Assistance in your University. Please evaluate each item by doing the following:

- 1) Put a check mark (/) on items which are aligned with what are to be measured and are clearly and correctly stated.
- 2) For items that are weak or defective, please use the following codes. Write the appropriate code before each defective item:
  - a.) Difficult to Answer - DA
  - b.) Unclearly Expressed – UE
  - c.) Misaligned with what is to be Measured – MM
- 3) You may also underline words/phrases which are incorrectly used and if necessary, please give other comments and suggestions on the space provided after the last item.

**The Office for Scholarships and Financial Assistance in this University...**

- \_\_\_\_\_ 1.administers properly the University's various scholarships and financial assistance programs.
- \_\_\_\_\_ 2.provides scholarships to the high achievers.
- \_\_\_\_\_ 3.provides scholarships to economically-challenged but deserving students.
- \_\_\_\_\_ 4.provides financial assistance to talented athletes, performers and artists.
- \_\_\_\_\_ 5.helps students accomplish everything they possibly can as a student-scholar.

- \_\_\_\_\_6. reviews and recommends for approval of the University President, and endorsement to the Board of Regents, the memorandum of agreement (MOA) with the donors of scholarships and financial assistance programs.
- \_\_\_\_\_7. enforces the provisions in the MOA with the donors.
- \_\_\_\_\_8. sees to it that all efforts in the supervision of scholars and scholarships and financial assistance programs are centralized.
- \_\_\_\_\_9. disseminates information on all matters related to scholarships and financial assistance programs to the University's student body.
- \_\_\_\_\_10. provides training programs that enhance the leadership skills and personality development of the scholars.
- \_\_\_\_\_11. follows the criteria and application guidelines for each scholarships and financial assistance programs.
- \_\_\_\_\_12. sees to it that there is equal opportunity for scholarships and financial assistance for students coming from different areas of specializations in the Teacher Education programs.
- \_\_\_\_\_13. tries its best to make readily available the scholarships money during enrolment to enable the scholars to pay for tuition and other fees, and living expenses associated with attending college
- \_\_\_\_\_14. coordinates with the other units of the university so that the smooth conduct of the scholarships and financial assistance programs are assured.
- \_\_\_\_\_15. makes readily available the documentary requirements pertaining to scholarships from concerned offices.
- \_\_\_\_\_16. exerts effort to solicit scholarships and financial assistance for graduate students in teacher education.
- \_\_\_\_\_17. ensures that merit awards are readily available, during enrolment, for incoming freshman students who graduated with honors in senior high school.
- \_\_\_\_\_18. conducts a university-administered need-based assessment to enable access to a wide variety of students who are potential scholars.
- \_\_\_\_\_19. coordinates scholarships and financial assistance programs in a designated office situated in a strategic and accessible location in the university.
- \_\_\_\_\_20. coordinates the scholarships and financial assistance programs in an office that has the necessary facilities, equipment and personnel.
- \_\_\_\_\_21. sees to it that all the scholars in the University are selected through the Scholarships Office.
- \_\_\_\_\_22. makes automatic the renewals of merit scholarships as long as the recipients remain eligible and enrolled full-time.
- \_\_\_\_\_23. guarantees that the policies and guidelines for the scholarships and financial assistance programs being managed are approved by the Board of Regents.
- \_\_\_\_\_24. makes the donors feel welcome, received and entertained in a pleasant office whenever they visit the University.
- \_\_\_\_\_25. provides the donors updated reports regarding their scholarships and financial assistance programs in the University.
- \_\_\_\_\_26. serves as the bridge that links the University, its programs, stakeholders and donors towards the continuing accessibility of quality teacher education for the poor yet capable and deserving Filipino men and women.
- \_\_\_\_\_27. employs a system for records management concerning scholarships and financial assistance programs.
- \_\_\_\_\_28. observes a system for interacting with students and the scholarship donors and the public in general.

- \_\_\_\_\_29.provides handy the profile of the scholars as well as of the scholarship donors, including their home addresses and phone numbers.
- \_\_\_\_\_30.makes available a staff or secretary to assist the scholarship coordinator.
- \_\_\_\_\_31.allows the scholarship coordinator to concentrate on major issues and problems concerning scholarships and financial assistance programs.
- \_\_\_\_\_32.providesthe scholarship coordinator extra time to spend with potential scholarship donors.
- \_\_\_\_\_33.ensures that the staff assigned in the Scholarships Office are given careful training to be sure that information are given accurately and pleasantly.
- 34. assigns a fulltime and qualified accounting personnel who handles an effective accounting system so that payments of stipends and allowances of the scholars are made on time and in an approved manner.
- \_\_\_\_\_35.updates the Scholarships Office with useful computer systems and updated soft wares.
- \_\_\_\_\_36.makes available in the Scholarships Office equipment such as file cabinet, storage cabinets, bookshelves, desk, chairs, and the like.
- \_\_\_\_\_37.makes sure various forms like application form for scholarships, form for fund request, scholarship renewal form, and others are efficiently organized and stored.
- \_\_\_\_\_38.makes sure the needed office supplies are readily available in order to facilitate handling of routine matters.

## Appendix K

### SURVEY QUESTIONNAIRE

Name \_\_\_\_\_ (Optional)

Date \_\_\_\_\_

Position/Designation \_\_\_\_\_

Name of University/Employer \_\_\_\_\_

### SURVEY QUESTIONNAIRE FOR THE SCHOLARSHIP COORDINATOR

**Directions:** Below are items that describe the activities being undertaken during the coordinating process of the scholarships and financial assistance programs by the Office for Scholarships and Financial Assistance in your University. Please put a check mark (/) under the column heading which corresponds to your answer by using the scale below:

4 = Very Effective

3 = Effective

2 = Less Effective

1 = Not Effective

| The Office for Scholarships and Financial Assistance in this University...                                                                                                                                                          |   |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|
|                                                                                                                                                                                                                                     | 4 | 3 | 2 | 1 |
| 1. administers properly the University's various scholarships and financial assistance programs.                                                                                                                                    |   |   |   |   |
| 2. provides scholarships to the high achievers.                                                                                                                                                                                     |   |   |   |   |
| 3. provides scholarships to economically-challenged but deserving students.                                                                                                                                                         |   |   |   |   |
| 4. provides financial assistance to talented student-athletes, performers and artists.                                                                                                                                              |   |   |   |   |
| 5. helps students comply with the requirements of the scholarship program.                                                                                                                                                          |   |   |   |   |
| 6. reviews and recommends for approval of the University President, and endorsement to the Board of Regents/Board of Trustees, the memorandum of agreement (MOA) with the donors of scholarships and financial assistance programs. |   |   |   |   |
| 7. ensures proper implementation of the policies and guidelines stipulated in the MOA.                                                                                                                                              |   |   |   |   |
| 8. sees to it that all efforts are centralized in the supervision of scholars and scholarship and financial assistance programs.                                                                                                    |   |   |   |   |
| 9. disseminates relevant/important information on all matters related to scholarships and financial assistance programs for the University's student                                                                                |   |   |   |   |

|                                                                                                                                                                                                                                |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| body.                                                                                                                                                                                                                          |  |  |  |  |
| 10. provides programs that are responsive to the needs, welfare and interest of the scholars.                                                                                                                                  |  |  |  |  |
| 11. follows the criteria and application guidelines for each scholarship and financial assistance program.                                                                                                                     |  |  |  |  |
| 12. sees to it that there is equal opportunity for scholarships and financial assistance for students coming from different areas of specializations in the Teacher Education programs.                                        |  |  |  |  |
| 13. tries its best to make readily available the scholarships money during enrolment to enable the scholars to pay for tuition and other fees, and living expenses associated with attending college.                          |  |  |  |  |
| 14. coordinates with the concerned units of the university so that the smooth conduct of the scholarships and financial assistance programs are assured.                                                                       |  |  |  |  |
| 15. makes readily available the documentary requirements pertaining to scholarships from concerned offices.                                                                                                                    |  |  |  |  |
| 16. exerts effort to solicit scholarships for graduate students in teacher education.                                                                                                                                          |  |  |  |  |
| 17. ensures that merit awards are readily available, during enrolment, for incoming freshman students who graduated with honors in senior high school.                                                                         |  |  |  |  |
| 18. conducts a university-administered need-based assessment to enable access to a wide variety of students who are potential scholars.                                                                                        |  |  |  |  |
| 19. coordinates scholarships and financial assistance programs in a designated office situated in a strategic and accessible location in the university.                                                                       |  |  |  |  |
| 20. coordinates the scholarships and financial assistance programs in an office that has the necessary facilities, equipment and personnel.                                                                                    |  |  |  |  |
| 21. sees to it that all the scholars in the University are selected through the Scholarships Office.                                                                                                                           |  |  |  |  |
| 22. makes automatic the renewal of merit scholarships as long as the recipients remain eligible and enrolled full-time.                                                                                                        |  |  |  |  |
| 23. guarantees that the policies and guidelines for the scholarships and financial assistance programs being managed are approved by the Board of Regents/Board of Trustees/Scholarship Committee/ appropriate Approving Body. |  |  |  |  |
| 24. makes the donors feel welcome, received and entertained in a pleasant office whenever they visit the University.                                                                                                           |  |  |  |  |
| 25. provides the donors with updated reports regarding their scholarships or financial assistance programs.                                                                                                                    |  |  |  |  |
| 26. serves as the bridge that links the University, its programs, stakeholders and donors towards the continuing accessibility of quality teacher education for the poor yet capable and deserving Filipino men and women.     |  |  |  |  |
| 27. employs a system for records management concerning scholarships and financial assistance programs.                                                                                                                         |  |  |  |  |
| 28. observes a system for interacting with students and the scholarship donors and the public in general.                                                                                                                      |  |  |  |  |
| 29. provides handy the profile of the scholars as well as of the scholarship donors, including their home addresses and phone numbers.                                                                                         |  |  |  |  |
| 30. makes available a staff or secretary to assist the scholarship coordinator.                                                                                                                                                |  |  |  |  |
| 31. allows the scholarship coordinator to concentrate on major issues and problems concerning scholarships and financial assistance programs.                                                                                  |  |  |  |  |

|                                                                                                                                                                                                              |  |  |  |  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| 32. provides the scholarship coordinator extra time to spend with potential scholarship donors.                                                                                                              |  |  |  |  |
| 33. ensures that the staff assigned in the Office for Scholarships and Financial Assistance are equipped to handle the concerns of the unit.                                                                 |  |  |  |  |
| 34. assigns a fulltime and qualified accounting personnel who handles an effective accounting system so that payments of stipends and allowances of the scholars are made on time and in an approved manner. |  |  |  |  |
| 35. equips the Office for Scholarships and Financial with useful computer systems and updated soft wares.                                                                                                    |  |  |  |  |
| 36. makes available in the Office for Scholarships and Financial Assistance equipment such as file cabinet, storage cabinets, bookshelves, desk, chairs, and the like.                                       |  |  |  |  |
| 37. makes sure various forms like application form for scholarships, form for fund request, scholarship renewal form, and others are efficiently organized and stored.                                       |  |  |  |  |
| 38. makes sure the needed office supplies are readily available in order to facilitate handling of routine matters.                                                                                          |  |  |  |  |
| 39. employs a staff or scholarship officer who is capable of providing information and counselling to students seeking scholarships.                                                                         |  |  |  |  |
| 40. provides an efficient office /workplace for all the paperwork and related requirements for scholarships and financial assistance.                                                                        |  |  |  |  |

## **Appendix L**

CMO No. 13 Series of 2014 REVISED GUIDELINES FOR THE IMPLEMENTATION OF STUDENT FINANCIAL ASSISTANCE PROGRAMS (StuFAPs), EFFECTIVE AY 2014-2015. The said CMO explicitly articulated the mandate of the Commission on Higher Education (CHED) as provided for in Article XIV, Section 1 of the Philippine Constitution ‘to protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all’ and Article XIV, Section 2(3) ‘to establish and maintain a system of scholarship grants, student loan programs, subsidies, and other incentives which shall be available to deserving students in both public and private schools’. The general objective of the enhanced guidelines is to rationalize the administration and implementation of CHED StuFAPs. Specifically, it aims to:

- 1.1 Provide guidelines in the selection of poor and deserving scholars/grantees/borrowers;
- 1.2 Ensure that the scholars/grantees/borrowers are enrolled in duly authorized higher education institutions (HEIs), in identified priority courses per CHED Memorandum Order (CMO) No. 1, series of 2014 “CHED Priority Courses for AY 2014-2015 to AY 2017-2018; and

1.3 Ascertain that the StuFAPs are properly administered and implemented. Furthermore, Section 11 of CMO No. 13, Series of 2014 also provided in Section 11.1 D the Duties and Responsibilities of the Participating Higher Education Institutions, to wit:

1. Submit to CHEDROs certification of enrolment or registration of new and ongoing scholars/grantees/borrowers and grades for the previous semester for ongoing scholars/grantees/borrowers;
2. Release to scholars/grantees/borrowers their financial benefits transferred by CHEDROs;
3. Submit to CHEDRO liquidation reports on the disbursement of fund received for payment of financial benefits of scholars/grantees/borrowers;
4. Submit to CHEDRO data or information on scholars/grantees/borrowers as needed;
5. Provide guidance and counseling services and assistance in job placement of scholars/grantees/ borrowers; and
6. Accept, evaluate, and submit rank list and supporting documents to CHEDRO for action (for SUCs).

## Appendix M

### [REPUBLIC ACT NO.10648]

AN ACT PROVIDING SCHOLARSHIP GRANTS TO TOP GRADUATES OF ALL PUBLIC HIGH SCHOOLS IN STATE UNIVERSITIES AND COLLEGES AND APPROPRIATING FUNDS THEREFOR

*Be it enacted by the Senate and House of Representatives of the Philippines in Congress **assembled**:*

**SECTION 1.***Short Title.* – **This Act shall be known as the “Iskolarng Bayan Act of 2014”.**

**SEC. 2.***Declaration of Policy.* – It is the declared policy of the State to protect and promote the right of all citizens to quality and accessible education at all levels and to establish and maintain a financial assistance system that shall be available to deserving students, especially the underprivileged.

For this purpose, the government shall democratize access to higher education by institutionalizing a college scholarship program to be named the “*Iskolarng Bayan Program*” for top graduates of public high schools in the country, subject to the academic standards, application and admission policies and such other reasonable rules and regulations of state universities and colleges (SUCs).

**SEC. 3.***Coverage.*– The academic scholarships provided under the “*Iskolarng Bayan Program*”, hereinafter referred to as the Program, shall cover all public high school students belonging to the top ten (10) of the graduating class, based on the guidelines and criteria set by the Department of Education (DepED), who will enroll in SUCs as freshmen: *Provided*, That they meet the admission requirements of the SUCs where they intend to enroll in.

A public high school with more than five hundred (500) graduates shall be entitled to one (1) additional scholarship slot in SUCs for every five hundred (500) graduates. The additional slots shall be given to graduates whose ranks immediately follow the top ten (10) students and who will enroll in SUCs after meeting the admission requirements for freshmen.

**SEC. 4.***Admission in SUCs.* – Any public high school student who belongs to the top ten (10) bracket of the graduating class shall be entitled to the scholarship

grant provided under this Act in any SUC of choice upon compliance with the following conditions:

- (a) The student has graduated from any public high school in the country within two (2) years prior to the academic year being applied for in the SUC;
- (b) The student has complied with the application requirements of the SUC;
- (c) The student's rank is reported by the public high school principal or administrator in a certificate bearing the name of the school and its location, the number of students, the rank of the student applicant in the graduating class, and other relevant information; and
- (d) After taking the entrance examination in the chosen SUC, the student has obtained a rating which has been designated by the SUC as the minimum rating for a student to be able to qualify for the scholarship program.

*Provided:* That for the next six (6) years in the implementation of this Act, beginning SY 2015-2016, admission to their SUCs of choice within their region shall be automatic for the top ten (10) graduating students of public high schools.

*SEC. 5. Limitation in the Acceptance of Top Public High School Graduates by SUCs.* – All SUCs shall provide scholarships to qualified public high school graduates under this Act: *Provided,* That the applicants have successfully passed the entrance examination and have complied with the admission requirements of the SUCs.

The SUC, however, may limit the number of students to be admitted under this Act if the number of applicants eligible and applying for admission exceeds by more than five percent (5%) the average number of first-time freshmen admitted to the SUCs during the first two (2) academic years preceding the entry of the applicant.

The Commission on Higher Education (CHED) and the concerned SUCs shall establish the appropriate guidelines in the acceptance of top public high school graduates.

*SEC. 6. Support to the Program.* – The following government agencies/entities shall provide support for the effective implementation of the Program:

I. Government Agencies – these government agencies shall implement the following mandates:

(a) CHED

(1) Conduct a review of the number of graduating public high school students in each province to ensure that the SUCs therein have the capacity to absorb the *Iskolarsng Bayan*;

(2) Together with the SUCs, develop a system, including the appointment of advisers, which shall provide assistance and guidance to the scholars in the determination of the appropriate course and the SUC which will best suit their aspirations and strengths; and

(3) Ensure the SUCs' compliance with the law.

(b) DepED

(1) Disseminate information to all public high schools on the implementation of the Program and the availability of scholarship slots;

(2) Conduct a census of the number of graduating public high school students in each province for submission to the CHED;

(3) Identify the top ten (10) graduates in each public high school, as well as the additional top graduates in case the public high school has more than five hundred (500) graduates;

(4) Provide timely reminders about the Program to all public high schools towards the second half of the school year in order to give the prospective top graduates ample preparation time to apply for the Program; and

(5) Ensure compliance by all public high schools.

(c) SUCs

(1) Provide information to the faculty, administrative officials and staff, and parents about the Program;

(2) Inform the CHED of their capacity to absorb the students applying under the Program;

(3) Provide a summer bridge program, should the scholar fail to meet the academic admission requirements for his or her preferred course, in order to enable the scholar to comply with the minimum academic requirements and/or allow the scholar to enroll in another course; and

(4) Ensure that full assistance is granted to the scholars to enable them to avail of the Program.

II. Local Government Units (LGUs) – LGUs are encouraged to create their own scholarship program.

The Department of Labor and Employment (DOLE) is encouraged to submit an annual report to the SUCs in their respective province or region containing projections on employment opportunities and job openings.

III. Private Higher Education Institutions (PHEIs) – PHEIs are encouraged to create their own version of the Program.

IV. Private Corporations – Private corporations are encouraged to support the Program under their corporate social responsibility projects.

SEC. 7. *Limitations of the Program.* – The scholarship grant provided under this Act shall be limited to the full amount of tuition and other school fees for the first year of college. Thereafter, the student beneficiary shall be covered by the regular student financial assistance and scholarship programs of the CHED, if qualified, subject to the guidelines that the CHED may provide.

SEC. 8. *Reportorial Requirements of SUCs.* – Each SUC shall report annually to the CHED on or before a date set by the Commission. The report shall include the number of students admitted under the Program, the courses they are enrolled in, their academic standing and other relevant information that will help improve the Program. The CHED shall also provide Congress a copy of the report.

SEC. 9. *Performance Monitoring and Impact Assessment.* – The Program shall be evaluated rigorously by the CHED in terms of its impact on desired results and its progress towards achieving them shall be monitored regularly. The CHED shall clearly define those results and their target values. Impact evaluation shall be measured against, among others:

(a) Education outcomes such as enrolment in all SUCs and number of graduates;

(b) Economic indicators such as income and employment; and

(c) Indicators for contributions to community service and public good.

Performance and progress shall, in addition, be measured with regard to: (a) number of students covered by the program; (b) quality of SUCs enrolled in; and (c) economic status upon enrolment. Tracer studies and survey data for experimental and quasi-experimental analyses shall be undertaken to produce credible impact evaluation studies, as may be determined by the CHED: *Provided, That the Program is to be evaluated every five (5) years from the date of its implementation.*

SEC. 10. *Appropriations.* – The amount necessary to carry out the provisions of this Act shall be included in the budget of the CHED or the concerned SUCs in the annual General Appropriations Act.

SEC. 11. *Implementing Rules and Regulations.* – The CHED and the DepED, in consultation with relevant stakeholders in higher education, shall issue within sixty (60) days after the effectivity of this Act, the rules and regulations for the effective implementation of this Act.

SEC. 12. *Separability Clause.* – If any part or provision of this Act shall be held unconstitutional or invalid, other provisions thereof which are not affected thereby shall continue to be in full force and effect.

SEC. 13. *Repealing Clause.* – All laws, presidential decrees, executive orders, rules and regulations or parts thereof which are not consistent with this Act are hereby repealed, amended or modified accordingly.

SEC. 14. *Effectivity Clause.* – This Act shall take effect fifteen (15) days from its publication in the *Official Gazette* or in at least two (2) newspapers of general circulation.

## **Appendix N**

### **Scholarship Donors and Benefactors**

The foregoing are some of the memorandum of agreement (MOA) of SFAPs formerly and presently managed by PNU as a state university and their commonalities.

#### **A Teacher Party-List**

The A Teacher Party-List aims to assist underprivileged but deserving students through the provision of financial assistance to pursue/ continue higher education consistent with the Constitutional mandate that “the State shall establish and maintain a system of scholarship grants, student loan programs, subsidies and other incentives which shall be available to deserving students in both public and private schools especially to the underprivileged. The Donor has provided the obligations of the university in the MOA.

The said government donor expects the university through its Office for Scholarships and Financial Assistance to implement the approved guidelines of their Educational Assistance Program.

The University is also expected to ensure that the student-grantee continues to be qualified. Shall send, upon the closing of each semester, a statement of expenditures of the Donor Government Organization.

For Asian Development Bank Staff Community Fund (SCF) and the Asian Development Bank Spouses' Association (ADBSA), private organizations, their desire is to provide scholarship grants to poor but deserving students enrolled in the various course offerings offered by the University. For its part, University is responsible for the screening and evaluation of qualified applicants and shall submit to the Chairperson of the ADBSA Scholarship Committee a list of recommended qualified scholarship applicants. The list shall be accompanied by pertinent records and information including personal data, scholastic standing, and education background of the student applicant. The University is also expected to immediately notify the Donors of the intended termination of any scholarship. The scholarship fund covering all scholars for the year shall be remitted in total by the Donor directly to the University immediately after the scholars have been chosen and the University shall immediately submit an acknowledgement of receipt of such remittance. The Alfredo M. Yao Foundation desires to help and provide educational opportunities to economically disadvantaged but deserving students taking a degree program in the Partner University. For its part, the Partner University takes charge of the advertisement of the scholarship grant through appropriate student based media. The Partner University shall also conduct pre-screening procedure consisting of but not limited to interview and psychological test of the applicant. The Partner University is also expected to submit report on the academic performance of each

grantee at the end of each semester and also furnish the Donor a summary of report of expenses incurred.

The Charity First Foundation, Inc. a private organization has its continuing concern for and commitment to social growth and community development and would like to assist and be part of such a noble cause by way of providing scholarship granted to poor but deserving students qualifying under the academic standards of the University.

In the management of the said scholarship program, the University is expected to screen applicants for scholarship on the basis of the University Academic Standards and economic status consistent with the criteria set by the Donor. However, final selection of the accepted applicant/s is the discretion of the Donor.

The Metrobank Foundation, Inc. a corporation, recognize the vital role that educators play in the development of the nation. In response to the pressing need for quality teachers in the elementary and secondary levels, particularly in the priority areas identified by the government, this Donor sponsors the Metrobank Foundation, Inc. – Pi Lambda Theta Excellence in Teaching Program (MBFI-PLT-ETP).

The University has its functions in running the Donors' scholarship programs. It should conduct information dissemination campaign about the scholarship program among sophomores of the College of Education in the Center of Excellence in Teacher Education.

Miao De Bodhisattva Society desires to help and provide educational opportunities to economically disadvantaged yet academically deserving students enrolled in Education and Social Work courses, first year level second semester at the University. It has offered to extend financial assistance to deserving and qualified students at the University in the form of Scholarship.

The University, on the other hand, is expected to take charge of the advertisement of the scholarship grant through the Office of Student Affairs and Student Services and also to conduct preliminary interview for the applicants through the Scholarship Coordinator and provide only Application Forms to deserving students based on the measures set by the Donor.

The Philippine Ambassadors Ladies Association, also a private organization, recognizes the vital role that educators play in the development of a nation. In response to the pressing need for quality teachers in the field of English and mathematics, the Donor sponsors a scholarship program in the University. This Donor expects the University to submit reports of the academic performance of each grantee.

PHINMA Foundation Inc. is a private organization whose continued commitment is to provide education and produce globally competitive young Filipinos by providing opportunities to the least privileged.

The PLDT Smart Foundation Inc. and the PLDT Managers' Club, Inc., private organizations, has jointly established a scholarship program that aims to provide full tuition support allowances for one or more scholars each year who are enrolled in the University.

The University shall manage and implement the said scholarship grant in accordance with the terms, conditions, and procedure set forth in the MOA.

In analyzing the abovementioned documents, which are the memorandum of agreement (MOA) between the Donors and the University, it was found to be apparent the need for a university to set up its Office for Scholarships and Financial Assistance Programs which, because of its academic nature, may be supervised by the Vice President for Academics under the Office of Student Affairs or its equivalent, or if present in the organizational structure, by the Vice President for Student Services.

These Donors have explicitly expressed in the MOA the responsibilities expected from the Universities which are of paramount importance in ensuring the success in the implementation of their scholarships and financial assistance

programs. Realizing how big a task is the management of scholarships and financial assistance programs in a university, it would be necessary to designate, appoint or assign a full time scholarship coordinator and efficient staff that would support the smooth operations in that office, especially the delivery of services for the scholars.

Maintaining an open line of communication with other vital offices in the university in relation to scholarships and financial assistance programs is crucial in the effective management of the scholarships and financial assistance programs in higher education institutions.

The Chinese Filipino Business Club, Inc. (CFBCI) in its continuing concern for and commitment to social growth and community development would like to assist and be part of such a noble cause by way of providing scholarship grants to poor but deserving students qualifying under the academic standards of the Higher Education Institutions (HEI). The Memorandum of Agreement (MOA) CFBCI and the HEI stipulates the following obligations the HEI:

- a. Screen applicants for scholarship on the basis of the University academic Standards and economic status consistent with the criteria set by the CFBCI.

- b. Impose the academic standards of admission and retention of grantees of the scholarship program.
- c. Assign an Officer in Charge who shall be responsible for the evaluation, recommendation and selection of scholars and shall ensure efficient administration of the scholarship program.
  - c.1 He/she will provide the CFBCI with necessary documents needed for the monitoring and evaluation of the scholars.
    - c.1.1. Furnish the Foundation with periodic report and semestral master list of the students who successfully meet the criteria set for the program.
  - c.2 He/she will assist the scholars regarding their enrollment concerns and requisition of funds to the CFBCI.
- d. Recommend measures for the improvement of the program.

The Big-Bend Filipino-American Association, Inc. (BBFAA) has also laid down the following obligations of the HEI:

- a. HEI shall manage and implement the said Undergraduate Scholarship Grant in accordance with the terms, conditions and procedures set by the BBFAA.

- b. HEI shall be responsible in the giving out of the Application Forms.
- c. HEI shall conduct the competitive examination and interview.
- d. HEI shall notify in writing each grantee of the selection.
- e. HEI shall provide BBFAA, by standard or electronic mail, scanned or photocopies of each candidate's application.
- f. HEI shall submit, at the end of each semester, to the BBFAA, an academic report of each grantee's performance. The submitted grades must be a certified true copy of official transcript issued by the registrar.

Upon completion of the degree, the HEI shall provide the BBFAA a certified true copy of the grantee's diploma within 60 days after graduation.

The ENGLICOM provides financial assistance to students who pass the academic and moral requirements of the HEI depending on the availability of sponsor that can accommodate the qualified applicants. For its part, the HEI has the following obligations

- a. Screen applicants for Scholarship on the basis of the University academic standards and economic status consistent with the criteria set by ENGLICOM. However, final selection of the accepted applicant/s is the decision of ENGLICOM.
- b. Impose the academic standards of admission and retention of grantees of the scholarship program.

c. Assign an officer in charge who shall be responsible for the evaluation and recommendation of scholars and shall ensure efficient administration of the scholarship program.

## **Appendix O**

### **SCHOLARSHIP FOUNDATIONS**

The Solano Community Foundation from time to time holds and administers certain Funds that provide scholarship grants to individuals, including high school, college and graduate school students, to enable the recipients to complete an undergraduate or graduate education in the field of their choice at the college or graduate school of their choice. SCF also holds and administers certain Funds that make grants to students in primary and secondary school to attend various educational programs and to other individuals for vocational or other training. Eligible individuals may include graduate students, scholars, professionals, and other individuals with specialized skills or knowledge. Scholarships also may be awarded to pay for a course of study leading to a certificate or to achieve a skill level, such as art or vocational school. Such scholarships may cover the cost of tuition and related expenses.

Grantees are selected on an objective and nondiscriminatory basis. The criteria may include financial need, character, ability, motivation, potential and the relevance of the candidate's course of study and career objectives to the charitable purposes of the Funds.

Each Scholarship Grant shall be paid by Solano Community Foundation directly to the educational institution for the use of the scholarship recipient. Each educational institution must agree in writing to use the grant funds to defray the scholarship recipient's expenses or to pay the funds (or a portion thereof) to the recipient only if the recipient is enrolled at such educational institution and his or her standing at such educational institution is consistent with the purposes and conditions of the grant. Unless otherwise provided in the Fund agreement establishing a Scholarship Grant, a condition of each Scholarship Grant is that it will be used only for qualified tuition and related expenses and for room and board. Accordingly, a Scholarship Grant can be used only for tuition and fees required for the enrollment or attendance of the student at a qualifying institution; fees, books, supplies, and equipment required for courses of instruction at such an educational institution; and room and board. An additional condition is that no part of the Scholarship Grant shall be used as payment for teaching, research, or other services by the scholarship recipient required as a condition for receiving the scholarship. If for any reason, a Scholarship Grant is paid to a person other than the educational institution attended by the scholarship recipient or if the Scholarship Grant is used for expenses other than qualified tuition and related expenses or for room and board, Solano Community Foundation must receive a report on the progress of each recipient of such a Scholarship Grant at least once each year. This report must include a summary of the use of the funds awarded,

and the grantee's courses taken (if any) and grades received (if any) in each academic period.

The Three Rivers Community Foundation, Scholarship grants are administered through Scholarship Funds of the Foundation whereby donors or their representatives make recommendations as to recipients of scholarship grants. The Foundation approves all scholarship programs established by such Scholarship Funds in advance of any solicitation of applications. In all cases, the Foundation will independently investigate to ensure that donors' recommendations for award recipients are consistent with these Scholarship Guidelines and Procedures, the Foundation's charitable purposes, and its mission. The Foundation will make the ultimate decision regarding scholarship award distributions. Grants may be awarded for one year or for multiple years. The Foundation works with donors to develop appropriate scholarship purposes and criteria. The Foundation reviews the proposed purposes of each Scholarship Fund to ensure that such purposes are consistent with the Foundation's charitable purposes and its mission. The Foundation shall review and shall have final approval authority over the adopted criteria for each Scholarship Fund. The scholarship criteria must be "objective and nondiscriminatory. The selection criteria must also be reasonably related to the purposes of the grant. Criteria may include, but need not be limited to: prior academic performance, performance on

tests designed to measure ability and aptitude for college work, recommendations from instructors, financial need, and the conclusions that the selection committee might draw from a personal interview as to the individual's motivation, character, ability, and potential. All scholarship applicants shall submit an application, which shall include a biographical record and supporting material, including essays, letters of recommendation, grade transcripts, and special awards. The Foundation will work with donors to develop the scholarship application form for each Scholarship Fund. The Foundation shall have ultimate approval authority over all application forms used by Scholarship Funds established at the Foundation. The Foundation will work with donors to form a Scholarship Advisory Committee whose purpose it will be to make initial scholarship award recommendations. The Foundation may appoint a Foundation representative to such Scholarship Advisory Committee. In all events, the Foundation shall have ultimate approval authority over final scholarship award recipients. Application materials for all applicants tentatively selected by the Scholarship Advisory Committee shall be forwarded to the Foundation for review and for final determination that the applicants meet the criteria established by the Scholarship Fund, these Scholarship Guidelines and Procedures, and the Foundation's operating guidelines and policies. Along with the application materials, the chairperson of the Scholarship Advisory Committee must also return signed verification confirming that no award was recommended to a party related to any

member of the Scholarship Advisory Committee and that the applications were distributed to a broad class of eligible individuals. Scholarship recipients may be selected on the basis of criteria reasonably related to the charitable purposes of the Scholarship Fund and may benefit members of selected ethnic minorities or may be limited to a certain age group or gender. In selecting scholarship recipients, the Foundation shall not take into account a candidate's employment relationship with any person. Family members of past or present directors and/or employees of the Foundation shall not be eligible to receive scholarship grants, nor shall any person who is a "disqualified person". Typically, no employee or family member of a donor, an advisor, or a member of the Scholarship Advisory Committee, is eligible to receive scholarship grants. Typically, applicants shall be solicited throughout the state of Washington. Application forms shall be distributed by counselors and other administrators at Washington educational institutions, or as specified by a Scholarship Fund's program criteria, as approved by the Foundation. Foundation scholarship recipients shall be notified after the Foundation has given final approval of the scholarship award recipients. Notification can be given either by the Foundation or by a representative of the Scholarship Fund. The Foundation (or a representative of the Scholarship Fund, after notification and approval by the Foundation) shall provide each scholarship recipient with a letter notifying him/her of the grant, and specifying that all amounts must be used exclusively for tuition at post-secondary educational

institutions that normally maintain a regular faculty and curriculum, and for fees, books, supplies, and equipment required for courses at such institutions, or for room and board expenses payable to the institution. The letter shall inform the student that no funds may be disbursed until the Foundation receives confirmation that the student is enrolled in the educational institution, at which time the funds shall be disbursed to the school for the student's benefit. The letter shall also describe the reporting requirements set out below and shall specify the date by which the recipient must comply with the reporting requirements each year. The recipient shall be required to sign and return a copy of the letter indicating his/her acceptance of the scholarship. The Foundation shall require each scholarship recipient enrolled in courses to provide annually a transcript indicating the recipient's courses taken, and grades received in each academic period 3 covered by the grant. The transcript must be verified by the educational institution that the recipient is attending. If the recipient is not taking courses, but is instead involved in the preparation of research papers or projects, the recipient shall have the educational institution prepare a brief report to the Foundation at least once a year on the progress of the recipient's paper or project, which report shall be approved by the faculty member supervising the recipient's work or another appropriate university official. Upon completion of the undertaking for which the grant was made, the grantee should submit a final report or other verification describing the grantee's accomplishments with the grant and accounting for the funds received

under the grant. The Foundation shall send scholarship checks directly to the educational institution selected by the recipient, and shall instruct the institution to deposit the check into the recipient's school account upon verification of the student's full-time status. The Foundation shall instruct the institution to disburse the funds over the academic year, divided and applied equally over each quarter or semester, as the case may be. If any funds remain after payment of the student's tuition in full, the balance shall be returned to the Foundation in the form of a check. In the event the student transfers to another school during the academic year, the funds shall be returned to the Foundation. If the student completes his or her schooling, or withdraws from school and will not be attending another institution within the same academic year, the residual scholarship funds, if any, shall be returned to the Foundation. The Foundation shall keep records, which shall include: 1. all information that the Foundation secures to evaluate the qualification of potential scholarship recipients; 2. the name, address and other contact or identifying information for each scholarship recipient; 3. any information on relationships that would cause the scholarship recipient to be a disqualified person; 4. the amount and purposes of each scholarship; 5. a copy of the letter notifying the recipient of the scholarship grant; and 6. the follow-up information obtained under Section V. If a grant recipient fails to submit transcripts and reports as provided in Section V after a reasonable time has elapsed from their due date, the Foundation shall initiate an

investigation. The Foundation shall withhold any further payments to the extent possible until it has determined that no part of the scholarship has been used for improper purposes, until any delinquent transcripts and reports have been submitted, and has received assurances from the recipient that future improper diversions will not occur. In the unlikely event that any individual causes the misuse of scholarship award funds, the Foundation will pursue the following investigation and enforcement measures. It is the policy of the Foundation to require the educational institutions that have received funds on behalf of the scholarship recipients to return unused funds to the Foundation if the student transfers, or otherwise ceases to be enrolled at the institution, or if the funds cannot be used on behalf of the student for academic purposes or for room and board expenses payable to the institution. The Foundation does not intend that scholarship awards be made available directly to students. If the Foundation determines that any part of a scholarship has been used for improper purposes, it shall take all reasonable and appropriate steps to recover improperly expended grant funds and to ensure that any grant funds held by the recipient will be used exclusively for the purposes of the scholarship. Such steps may include legal action unless such action in all probability would not result in satisfaction of execution of a judgment. The Foundation shall not make any future scholarship payments on behalf of a recipient who has improperly diverted funds until it has received any delinquent transcripts and reports, and has received assurances that

future improper diversions will not occur. The Foundation shall require the recipient to take appropriate precautions to prevent further diversions. If a scholarship recipient has previously diverted funds and the Foundation determines that the recipient has done so a second time, the Foundation shall take all reasonable and necessary steps to recover the diverted funds and may at its discretion discontinue all future payments. Alternatively, if the diverted funds are in fact recovered or restored and the Foundation receives delinquent transcripts or reports and receives adequate assurances of future compliance, upon the recommendation of the Scholarship Advisory Committee, the Foundation may in its sole discretion make further payments if it determines that to do so would further its charitable purposes.

## Appendix P

### RELATIONSHIP OF COORDINATING OFFICE WITH THE DONORS

| University | Manner of Relating                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A          | <p>No chance to relate/deal with donors.</p> <ul style="list-style-type: none"> <li>- The scholarship of students in the teacher education program is internally funded hence the University itself is the donor.</li> </ul>                                                                                                                                                                                                                                     |
| B          | <p>There was a close coordination with donors.</p> <p>The coordinating office:</p> <ul style="list-style-type: none"> <li>- Provides the donors with semestral reports and statements of account.</li> <li>- Provides calendar of activities for reference of donors.</li> <li>- Arranges meetings/sessions as venue for interaction between donors and scholars.</li> <li>- Facilitates scholarship call-out and the annual screening of applicants.</li> </ul> |
| C          | <p>Relates/meets with donors as the need arises.</p> <ul style="list-style-type: none"> <li>- Holds an annual appreciation program for donors.</li> <li>- Attends occasional programs and gatherings of donors.</li> <li>- Unable to provide semestral report and statement of account due to time constraints and</li> </ul>                                                                                                                                    |

|  |                                                                                                                                                                                                             |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>lack of proper support.</p> <ul style="list-style-type: none"><li>- Unable to strongly facilitate the announcement of available scholarships and call out for applicants to file applications.</li></ul> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Appendix Q

### RELATIONSHIP OF DONORS WITH THE COORDINATING OFFICE

| University | Manner of Relating                                                                                                                                     | Excerpts/Quotes from the Interview                                                                                                                                                                                                                |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A          | The donor is the University itself.                                                                                                                    | Functional relationship.<br>“Scholarships from Office of the President goes to Registrar’s Office for tuition waiver”                                                                                                                             |
| B          | The donor is the University itself.                                                                                                                    | Functional relationship.<br>“Scholarships from Office of the President goes to Registrar’s Office for tuition waiver”                                                                                                                             |
| C          | Very good relationship on the personal level. However, there is much to be improved on the professional level, specifically on program implementation. | <p>“ when there are concerns, we can always talk with the scholarship coordinator.”</p> <p>“ the coordinating office is very accommodating, cooperative and helpful.”</p> <p>“ they provide referrals of prospective scholarship applicants.”</p> |

## Appendix R

### RELATIONSHIP OF COORDINATING OFFICE WITH THE SCHOLARS

| University | Manner of Relating                                                                                                              | Excerpts/Quotes from Interview                                                                                                                                                                                                                                                              |
|------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A          | Official relationship, but limited. The coordinator sees to it that tuition waiver is enjoyed by the scholar during enrollment. |                                                                                                                                                                                                                                                                                             |
| B          | Very good relationship.                                                                                                         | <p>“we provide venues for interaction with their benefactors.”</p> <p>“we also organize trainings and formation programs for their personal development and growth that will help boost their confidence but with a humble heart.”</p> <p>“we prepare them for their future endeavors.”</p> |
| C          | Good relationship.                                                                                                              | <p>“ we organized the Scholars Association and meet with the officers as the need arises.”</p> <p>“we empowered the Scholars Association officers to mobilize the activities/meetings.”</p>                                                                                                 |

## Appendix S

### RELATIONSHIP OF SCHOLARS IN UNIVERSITY A AND B WITH THE COORDINATING OFFICE

| University | Manner of Relating                                                                                                                 | Excerpts/Quotes from the Interview                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A          | Official. Visits the coordinating office during enrollment only and when inquiring if allowance is already available when delayed. | <p>“I actually have no idea why my book allowance is being delayed.”</p> <p>“I go either to the Dean’s Office or to Window 1 (Registrar’s Office).”</p> <p>“I talk to the secretary at the Dean’s office but I was always nervous because she has been asking me when I would report for duty as student assistant, which she said is a requirement for my scholarship.”</p> <p>“I did not want to serve as student assistant because it might consume my time for my academics and I might lose my scholarship.”</p> <p>However, upon verification with the secretary at the Dean’s</p> |

|   |                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|---|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                         | office, serving as a student assistant among the scholars is more of a request to do volunteer work and not a requirement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| B | Very good relationship. | <p>“ Whenever I come to Office of Student Affairs even just for a visit, the people there are very approachable and friendly.”</p> <p>“They also hold events that promote unity and establish harmonious relationships among scholars.”</p> <p>“I feel comfortable talking to Ms. AA (scholarship coordinator) because she is very approachable and she always smiles which reflects her positive outlook in life.”</p> <p>“As a scholar, one requirement that we have is to actively participate in the events that our organization have. But unfortunately, there was an incident that I wasn’t able to attend some of the events. I was very scared because I might not be able to renew my scholarship. After</p> |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  | <p>sharing my concern, I felt relieved and I am very glad that it didn't affect my scholarship renewal."</p> <p>"Ms. AA talked to me and reminded me with the things that I need to do as a scholar. She tries her very best to answer all the concerns that I have.</p> <p>"I am very happy whenever I went to OSA because I am able to grow holistically because of them."</p> <p>"Through events being held, I, as a scholar feel appreciated and feel the strong bond in the organization."</p> |
|--|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Appendix T

### RELATIONSHIP OF SCHOLARS IN UNIVERSITY C WITH THE COORDINATING OFFICE

| Manner of Relating                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Frequency<br>(n=111) |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <p>The scholars described the manner by which they relate with the donors as:</p> <p>Very good because...</p> <ol style="list-style-type: none"> <li>1. "They handle us correctly." 3</li> <li>2. "They take note of our concerns." 5</li> <li>3. "They find appropriate solutions for our concern." 5</li> <li>4. "We can talk to the scholarship coordinator if we have a concern." 6</li> <li>5. "They are always there to listen." 7</li> <li>6. "They are our friends." 5</li> <li>7. "They are concerned with us." 13</li> <li>8. "They are approachable." 6</li> </ol> |                      |

|                                                                           |        |
|---------------------------------------------------------------------------|--------|
| 9. "After sharing my many concerns to them I felt relieved."              | 3      |
| 10. "They are very supportive."                                           | 3      |
| 11. "I feel safe and secured when I am with them."                        | 3<br>2 |
| 12. "I feel positive."                                                    |        |
| 13. "I get informed regarding my scholarship through them."               | 2<br>4 |
| 14. "They hold general assembly once every semester."                     | 6<br>9 |
| 15. "They are very reliable."                                             | 5      |
| 16. "They are helpful."                                                   |        |
| 17. "They are comfortable to talk with."                                  | 4      |
| 18. "They are very responsive. Responds to our concerns promptly."        | 2<br>2 |
| 19. "They make me feel enlightened."                                      | 4      |
| 20. "They make me feel at ease."                                          |        |
| 21. "They are very effective."                                            |        |
| 22. "They motivate me to study hard in order to maintain my scholarship." | 2      |

|                                                                                                                                                                                                                                                                                                                                                                                   |                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <p>Not good because...</p> <p>23. "Well, honestly sometimes I get irritated because she can't explain clearly the problems and issues about my scholarship. She said the same things! But I understand because she's busy!</p> <p>24. "Information dissemination is only limited to bulletin board postings."</p> <p>25. "Rarely visits because I talk directly to my donor."</p> | <p>2</p> <p>3</p> <hr/> <p><b>111</b></p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|

## Appendix U

### PROBLEMS ENCOUNTERED BY THE COORDINATING OFFICE IN RELATING WITH DONORS AND HOW RESOLVED

| University | Problems                                                         | How Resolved                                      |
|------------|------------------------------------------------------------------|---------------------------------------------------|
| A          | No problem. The University is the donor itself.                  |                                                   |
| B          | No problem. The University is the donor itself.                  |                                                   |
| C          | Stipends of Scholars are not always provided in a timely manner. | Close coordination and follow-up with the donors. |

## Appendix V

### PROBLEMS ENCOUNTERED BY THE DONORS IN RELATING WITH THE COORDINATING OFFICE AND HOW RESOLVED

| University | Problems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | How Resolved                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A          | No problem. The donor is the University itself.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| B          | No problem. The donor is the University itself.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| C          | <p>The University signatory would want to have the Foundation president to sign instead of the Program chair of the Foundation (who signs all MOAs) and was very particular about minor details in the agreement.</p> <p>That tuition fees that are remitted to individual scholars instead of direct payment to university for ease in accounting and billing process.</p> <p>Late submission of grades, which is a pre-requisite for the subsequent semester's tuition fee and monthly allowances.</p> | <p>“Complied with the requirements of the partner-university but resulted to the delay in signing the MOA.”</p> <p>“Cannot resolve it as it is partner-university's decision to send tuition fees directly to scholars.”</p> <p>“Cannot resolve it as there are inconsiderate or busy professors. “</p> <p>“Honor certificate of good standing verified by the coordinating office in lieu of the grades that are not yet available.”</p> <p>“Cannot resolve it as the</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>Tuition fees are sent directly to the scholars, which is tedious and risky. Also, the scholars would have to source funds to initially pay for their tuition fees.</p> <p>Some scholars move to other scholarship grant even if they are already in the 4<sup>th</sup> year enjoying the scholarship provided by a particular donor.</p> <p>They would like to help more students but more often the scholarship applicants submitted are not that many.</p> | <p>coordinating office has no system and manpower in place to disburse the funds to scholars.”</p> <p>Suggestion in order to resolve: The partner-university should be the one to disburse the funds.</p> <p>Suggestion in order to resolve: “The partner-university must not allow scholars to transfer to another grant especially if already about to graduate.”</p> <p>“We ask existing scholars to help introduce our scholarship program to their classmates and friends and invite them to file their application with the coordinating office.”</p> <p>“Request for more scholarship applicants or accept new applicants even during the 2<sup>nd</sup> semester.”</p> <p>Suggestion in order to resolve: Proper dissemination of the scholarship program and careful screening and interview of scholarship applicants.”</p> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Appendix W

### PROBLEMS ENCOUNTERED BY THE COORDINATING OFFICE WITH SCHOLARS AND HOW RESOLVED

| University | Problems                                                                                                                                                      | How Resolved                                                                                                                                                          |
|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A          | No problem. The Registrar who is also the scholarship coordinator just have to see to it that the scholar gets to enjoy her tuition waiver during enrollment. |                                                                                                                                                                       |
| B          | Assessment and reconsideration of appeals.                                                                                                                    | “Through constant communication and coordination, and good relationship between the scholars, donors, coordinating office, and the student organization of scholars.” |
| C          | Financial management, specifically disbursement of scholars’ on time<br><br>Regular sessions with scholars to facilitate life skills training.                | “Coordination and/or follow-up with the concerned donors.”<br><br>“Allowed the Scholars Association officers to mobilize the activities/meetings.”                    |

## Appendix X

### PROBLEMS ENCOUNTERED BY THE SCHOLARS IN UNIVERSITY A AND B IN RELATING WITH THE COORDINATING OFFICE AND HOW REOLVED

| University | Problems                                                                    | How Resolved                                                   |
|------------|-----------------------------------------------------------------------------|----------------------------------------------------------------|
| A          | Even if the donor is the University itself, allowance is sometimes delayed. | “Follow-up from Registrar’s Office or from the Dean’s office.” |
| B          | No problems encountered.                                                    |                                                                |

## Appendix Y

### PROBLEMS ENCOUNTERED BY THE SCHOLARS IN UNIVERSITY C IN RELATING WITH THE COORDINATING OFFICE AND HOW TSOLVED

| Problems                                                                                                                                 | Frequency<br>( n=11) | How Resolved                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No problem. Does not consult with the coordinating office.                                                                               | 3                    |                                                                                                                                                                                                                               |
| Delayed stipend/allowances                                                                                                               | 10                   |                                                                                                                                                                                                                               |
| Renewal of scholarship takes too long because of waiting for other scholars' requirements for processing all documents at the same time. | 30                   | “Brings problems/concerns directly to donor.”                                                                                                                                                                                 |
| Renewal cannot be processed because of late submission of grades.                                                                        | 35                   | “Cannot be resolved. Individual processing is tedious and there is only one staff shared with other offices to do the job.”<br><br>“Cannot be resolved. Some professors negate their responsibilities or have other concerns, |

|                                                                                                                          |    |                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Coordinating office cannot tell us the reason why stipends are delayed.                                                  | 5  | and the inconsistent implementation of prompt submission of grades.”                                                                                                                              |
| Takes long for Donor to bring personally the check/cash for the stipends                                                 | 9  | “Consistent follow-up with office and other scholars.”<br>“Cannot be resolved. The coordinating office has no financial management system in place that can disburse scholarship funds properly.” |
| Processing of payroll by the Accounting Office takes too long.                                                           | 12 | “Follow-up at the Accounting Office through the coordinating office.”                                                                                                                             |
| Coordinating office does not request early enough the funds from the donor government office where red tape is apparent. | 7  | “Cannot be resolved. We have to wait for the coordinating office to initiate the request since the office has many concerns. There are also not enough staff and proper support from management.” |
| <b>Total =111</b>                                                                                                        |    |                                                                                                                                                                                                   |

|                                                                                                                                          |    |                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| No problem. Does not consult with the coordinating office.                                                                               | 3  | “Brings problems/concerns directly to donor.”                                                                                                                   |
| Delayed stipend/allowances                                                                                                               | 10 | “Cannot be resolved. Individual processing is tedious and there is only one staff shared with other offices to do the job.”                                     |
| Renewal of scholarship takes too long because of waiting for other scholars’ requirements for processing all documents at the same time. | 30 |                                                                                                                                                                 |
| Renewal cannot be processed because of late submission of grades.                                                                        | 35 | “Cannot be resolved. Some professors negate their responsibilities or have other concerns, and the inconsistent implementation of prompt submission of grades.” |
|                                                                                                                                          |    | “Consistent follow-up with office and other scholars.”                                                                                                          |
| Coordinating office cannot tell us the reason why stipends are delayed.                                                                  | 5  | “Cannot be resolved. The coordinating office has no financial management system in place that can disburse scholarship funds properly.”                         |
| Takes long for Donor to bring personally the check/cash for the stipends                                                                 | 9  | “Follow-up at the Accounting Office through the coordinating office.”                                                                                           |

|                                                                                                                          |                       |                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Processing of payroll by the Accounting Office takes too long.                                                           | 12                    | “Cannot be resolved. We have to wait for the coordinating office to initiate the request since the office has many concerns. There are also not enough staff and proper support from management.” |
| Coordinating office does not request early enough the funds from the donor government office where red tape is apparent. | 7                     |                                                                                                                                                                                                   |
|                                                                                                                          | <b>Total<br/>=111</b> |                                                                                                                                                                                                   |

## **CURRICULUM VITAE**

### **NOEMI B. ZULIETA**

L37B2 Road 1 Phase 9  
Bankers Village V, San Mateo  
Rizal 1850

### **SCHOLASTIC RECORD**

#### **A. GRADUATE STUDIES**

Ph.D. in EDUCATION with Specialization  
in EDUCATIONAL MANAGEMENT  
Philippine Normal University  
Taft Avenue, Manila  
May 2016

Master of Arts in Education with Specialization  
in School Psychology  
Philippine Normal University  
Taft Avenue, Manila  
September 2001

#### **B. UNDERGRADUATE**

AB Psychology  
Philippine Normal University  
Taft Avenue, Manila  
1987 – 1991

#### **C. SECONDARY**

Roosevelt College San Mateo (formerly Dona Aurora High School)  
Sta. Ana, San Mateo, Rizal  
1982 – 1986

## WORK EXPERIENCE

### FACULTY MEMBER

Office of Student Affairs and Student Services  
Philippine Normal University  
Taft Avenue, Manila  
December 1, 2014 up to present

### DIRECTOR

Human Resource Management and Development Services  
Philippine Normal University  
Taft Avenue, Manila  
May 26, 2014 up to November 30, 2014

### FACULTY MEMBER

Office of Student Services and Student Services  
Philippine Normal University  
Taft Avenue, Manila  
May 1, 2011 up to May 25, 2014

### UNIVERSITY REGISTRAR

Philippine Normal University  
Taft Avenue, Manila  
October 14, 2006 up to April 30, 2011

### FACULTY MEMBER

Office of Student Affairs and Student Services  
Philippine Normal University  
August 15, 1994 up to October 13, 2006

### HIGH SCHOOL GUIDANCE COUNSELOR

St. Matthew's College  
Ampid, San Mateo, Rizal  
June 1, 1991 up to August 10, 1994

**PRESENT RANK:** ASSOCIATE PROFESSOR I

**COURSES TAUGHT:** Personality Education,  
Professional Education,  
Guidance and Counseling

### **MEMBERSHIP IN PROFESSIONAL ORGANIZATION**

American Psychological Association (APA)  
Philippine Association of University Women (PAUW)

### **SCHOLARSHIPS/GRANT RECEIVED**

Professional Development Incentive Program (PDIP)  
Ph.D. in Education with Specialization in Educational  
Management  
PNU  
2014-2015

Master of Arts in Education with Specialization in School  
Psychology  
PNU  
2000-2001

South Manila Inter-Institutional Consortium (SMIIC)  
Benchmarking Tour in Asia  
2002

- International Christian University (ICU)
- Meiji Gakuin University  
Tokyo, Japan
- EwhaWomans University
- Yonsei University  
Seoul, South Korea

- Fujen Catholic University
- Chung-Yuan Christian University  
Taipei, Taiwan
  
- Hong Kong Baptist University
- Chung Chi College  
Hong Kong