

Assessment of Sponsored Education Through Scholarship: Basis for Policy Improvement

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Abstract

Dr. Yanga's Colleges, Inc. is a well-known private institution within the province of Bulacan. It thrusts to provide mechanisms that will increase the participation rate of the basic education and college department from different socio-economic classes. The vision of the school leader to serve the community by having a school for the poor, deserving students must be given a chance to acquire good education. Under the transformational leadership, the school promotes rationalized access for more opportunities to deserving members of the community. The number of enrollees is not huge but comparing the increase of population to other competitors in Bulacan, it is already a victory. This study tried to identify budgetary outlay on the allocation and actual expenses occurred showed a great deficit, however, to sustain the number of scholars in DYCI, a revised scholarship program was developed to sustain the scholarship program base on the respondent's assessment on legacy, industry, community, truth, wisdom, and charity. The revision of the scholarship program was the result of the recommendation of the deans, directors, staffs, parents, graduating students, and alumni honouring the legacy of the owner and it has been sustained in the new scholarship program recommendation for the school policy improvement.

Key words: sponsored education; Dr. Yanga's Colleges, Inc.; school policy, educational opportunities; scholarship sustainability

1. Introduction

Education aims to direct the full development of the human personality and strengthening the respect, rights, and freedoms to promote the maintenance of peace (Babagana, Basshala and Goni, 2022). In higher education, private colleges and universities offer free education as "sponsored education (Campbell and Neff, 2022). Dr. Yanga's Colleges, Inc. is implementing this sponsored education through scholarships. DYCI's own scholarship program helped and still helping the students to pursue college studies to change their lives.

Changing the lives of every graduate fulfills the vision of the DYCI. Faundo (2017) reported that DYCI accepts students and valued for their shared humanity, irrespective of talent, disability, social class, or cultural origin recognized as having diverse needs. DYCI is an institution that aims to produce graduates that would influence change, creating opportunities to improve and enhance the professional competence to transform a knowledgeable society

2. The longing to give the community the chance to uplift their lives through education, The Yanga family got into the education industry. The youngest of the Yanga family was disheartened because the school was branded as the school of the last resort, helped to uplift the spirit of the vision of the family for the community. Applying transformational leadership theory got into it, thus, he transformed the school and started where the students are. After years of believing the students, DYCI was awarded in the 2nd Excellence in Educational Transformation Awards' (EETA) as the Most Transformative School for Learning Effectiveness and School Efficiency (2012) by the ABS-CBN Bayan Academy, Knowledge Channel Foundation and Rex Bookstore. Furthermore, EETA pays tribute to the best practices and educational techniques of the DYCI (2012) that are worth sharing with other schools. Then the mantra 'more than a school, a family' became the word of mouth in the whole community. The school outshined other competitors in different categories in national and international competitions especially in Robotics, thus declared DYCI as the Center for Robotics Excellence (2013).

3. Furthermore, DYCI became the first institution in Region III to undergo the Commission of Higher Education (CHED) Institutional Quality Assurance Monitoring and Evaluation (IQUAME) inspection, rated as Category B. In spite of this recognition, the period of struggle for DYCI had turned to be damaging for a longer period of time, but still, it continually pursued notable programs and because of increasing recognition, DYCI speed-up its enrollment to more than 4,000 in SY 2016-2017, until it reaches to nearly 11,000 for the SY 2022-2023, the enrollees came from different towns, provinces, and regions, the highest enrollees in private school in Bocaue. Moreover, it continuously receiving achievements and recognitions all over the world, to name that the school produced Top 3 in Mechanical Engineering Board Examination and even Top 1 and Top 3 in the last 2023 and 2022 Board Examination for Nursing. The enrollees came from different provinces all came from a humble family that trusts DYCI.

4. The researcher believed that sustaining the fundamental needs of the students is the priority of the administrators. With the scholarship offered by DYCI, the lives of the marginalized but deserving students improved. The scholarship contributed to success of the student-grantees and the community to act since they were empowered to promote and be adaptive to changes while giving importance to values, vision and simple but meaningful lifestyle. Scholarship is a voluntary financial assistance to promote the right to complete education for needy students. This is granted and awarded based upon various criteria, which usually reflect the values and purposes of the donor or founder of the award (Barr and Mclellan, 2018) However, the researchers having firm faith that scholarship programs must be sustained, this study delves into the impact of leadership course, using Transformational Leadership Theory. This theory deals with the cooperation within the organization, that if there is no cooperation, the chance of survival can never succeed. This theory had brought harmony to DYCI's situation where the leader strives to exhibit the qualities of a good role-model imbued with ethos and motivations in driving the organization. The leadership style gives so much more importance to desirable human qualities, such as intelligence, compassion, noble ethics and exemplary courage, a leader that counsels and enhances the well-being of each member of the organization. The study looks into the key pedagogical strategies as the most influential in any organization. Moreover, sustainability leadership that includes the creation of a sense of development in higher education is far more important.

DYCI as an academic institution varies considerably on how to approach sustainability: first is to concentrate on minimizing the ecological impact through changes in operations; and secondly, to emphasize sustainability in the curriculum. DYCI aimed to incorporate values as the only God-Centered school for sustainable scholarship. The present research also raised the issue of funds for the sustenance of the scholarship program. To arrive at this solution, this research recommended some revision and implementation of income generating projects to sustain the educational sponsorships. These may generate rules based on the interpretation of the policy makers and the subordinates. The evaluation of the existing scholarship program policy implementation, the researchers tried to develop factors that redefine the scholarship program base on the legacy of the owner. The evaluation of the policy with regards to the scholarship implementation was observed as it provides an insight that served as impetus in the conduct of this study. The students understand that they also have responsibilities to undertake - to give more attention to their studies and be guided by the importance of how the scholarship program can be sustained. The findings and recommendations in this study were used in planning for the improvement and sustainability of the respective scholarship program.

Methodology

a. Research Design

This study used the mixed method type of research. The statistical treatment that is utilized for data analysis is frequency, percentage, and mean. For the qualitative-exploratory method using open-ended questionnaires was themed employing the most significant experience happened to the respondents wherein Interpretative Phenomenological Analysis (IPA) was used to describe the perceptions of the parents and deans of the newly-graduates as they enter the world of employment after finishing college under the sponsored education of DYCI scholarship programs. The responses to the interviews and open-ended questions were recorded during the focus group discussion of the parents, deans, and directors.

b. Participants

The 211 respondents were informed regarding the basic purpose of the study and were given ample time to complete the discussions during the Focus Group Discussion. The researcher reassured the respondents of the confidentiality of their answers using open-ended questionnaires was themed employing the most significant experience Interpretative Phenomenological Analysis (IPA).

Six deans and two directors formed as one group. And another group were the 12 parents of the scholar beneficiaries represented by each college. A total of 131 4th year scholars of the graduating students for the six colleges and at least 60 alumni graduate under sponsored scholarships. The discussant asked some concerns on the scholarship program, as they explained their opinions, concerns or topics were aired by the respondents. To make a livelier discussion, there are no boundaries, as long as it is in the realm of the scholarship program.

Through networking, the researcher purposively contacted the graduates under the scholarship program. The questions identified the students and alumni on the level of satisfaction of the existing scholarship program policy. The follow up interview for the alumni gave light on the stability of their lives after graduation.

c. Instruments and Data Gathering

For the FGD, the discussion was recorded using a recorder in the cell phones. The data was transcribed using the Interpretive Phenomenological Analysis (IPA). The prevalent techniques used

by the researcher are the following: 1) open-ended questionnaires, 2) interviews and 3) documentary analysis. Surveys are the dominant tool for data collection, open-ended questionnaire was also used for clarification. The respondents for this quantitative type used the Likert Scale to evaluate the level of satisfaction of the scholars with the existing scholarship program that contains 20 self-made questionnaires that fit the purpose of the study. Based on the survey questionnaire, the questions were categorized accordingly to measure the level of satisfaction of the students and alumni with the existing scholarship program using the Likert Scale

d. Data Analysis

The study has a three-phase kind of gathering data. First is the documentary analysis from the files of the Student Personnel Service Office, the Accounting Office and the Registrar's Office to get the accurate number of the students and the type of the scholarship programs. Secondly, gathering of the respondent's profile through self-made questionnaire and interviews to get additional information that enhanced and supported the data that the students provided. And finally, FGD using the Interpretive Phenomenological Analysis (IPA), an approach suited in analysing recounts of most significant experiences. The researcher together with the Research Director facilitate the discussion.

This exploratory research used Qualitative research to provide a better understanding of the nature of educational problems and thus add to insights into teaching and learning in several contexts (Anderson, 2010). The collected data were transcribed and analysed for details, contradictions, and distinctive ideas. The volume of the data gathered was reduced but still capturing its complexity, interrelations, connections, patterns, and fragmenting transcript to chunk themes. The emerging themes were noted down, numerated, and identified as how often these themes were discussed.

e. Ethical Consideration

This research followed the fundamental principles of research ethics as stipulated in Belmont Report of 1979 – Ethical Principles and Guidelines for the Protection of Human Subjects of Research. The informants have been safeguarded. The names, gender, and other information of the participants were recorded but kept private in all other respects, except for the department, school, or institution to which they belonged. The transcript of the focus group discussion will be used for academic purposes only. After transcribing the information, it was read back to the participants to confirm the truth of their response.

Results and Discussion

Table 1. Significance of the Sponsored Education in the School's Policy during FGD

Themes	Subthemes	FGD of Deans, Directors, and Parents Distinctive Ideas
Legacy	Keep employees engaged.	<ul style="list-style-type: none"> • Setting of a clear vision
	Stay People focused.	<ul style="list-style-type: none"> • Being focused on what they want to be
	Set the condition.	<ul style="list-style-type: none"> • The clear expectations to produce graduates who can perform well in the class and in the society in the future.

Beneficiary	The need-based scholarship	<ul style="list-style-type: none"> • The DYCI gives positive influence on the college students' who want to finish their studies.
	Merit-based scholarship.	<ul style="list-style-type: none"> • The institution is in charge of determining the cost of tuition fees, books, meals, supplies, transportation, and miscellaneous materials which varies from college to college.
Community	Work and life experience.	<ul style="list-style-type: none"> • Participating in community service activities of the students can be largely beneficial when they apply for work
	Connections	<ul style="list-style-type: none"> • The students who are active in the community meet other known personalities
	A broader Worldview	<ul style="list-style-type: none"> • Exposure to new people and different environments can help shape the direction of the life of scholarship beneficiaries when viewing the world.
Truth	Belief	<ul style="list-style-type: none"> • As ye sow, shall ye reap
	Reason and Opinion	<ul style="list-style-type: none"> • Finding the truth behind the reason of the respondents is based on the reason from their experiences.
	Moral and Emotional Truth	<ul style="list-style-type: none"> • Subjectively, morality refers to aspects of morality that are fundamentally based in the idiosyncratic conscious states of individuals.
Wisdom	Students demonstrate academic proficiency and growth	<ul style="list-style-type: none"> • Proficiency and growth do not basically adjust based on given factors to measure the true capabilities of students.
	School Choice	<ul style="list-style-type: none"> • Most students in nearby towns choose to enroll in DYCI because of the scholarship programs and also the prestige of being a student at the best transformational school known internationally.
	Generosity	<ul style="list-style-type: none"> • The great loss of the budget allocation for the scholarship because of the special favors given is an issue but still, they generously support the scholars.
Charity	Nondiscriminatory	<ul style="list-style-type: none"> • Charity begins at home, the students were inculcated the values as well as the DYCI guiding principles such as faith, act of

love, vigorous and sound mind, in search
for truth, responsible, freedom and liberty,
integrity, and arts and skills.

In this part of the study, the views of the deans, parents of scholarship beneficiaries' response were analyzed and ruled out factors that affect the sustainability of the scholarship program which is the true legacy of the owner of the DYCI as the focus of the discussion. The deans, directors and parents have a common goal to continue the scholarship program with a revised program policy to make it sustainable. The themes were formulated as the basis for the conceptual paradigm of the study

Results showed that the parents are very much willing to motivate their children to donate an ample amount to sustain the scholarship program, not only to repay but to extend the help to other marginalized but deserving students. The data revealed that scholarship program policy is very important not only for the school but for the benefit of the deserving marginalized families to change their lives and the community as well by helping the alumni association and donating for the sustainability of the scholarship programs. Meanwhile, the deans and directors commit themselves to monitor and associate academic to community and extension programs. There is a significant value on the revised program policy and participation of the stakeholders as conceptualized in this framework.

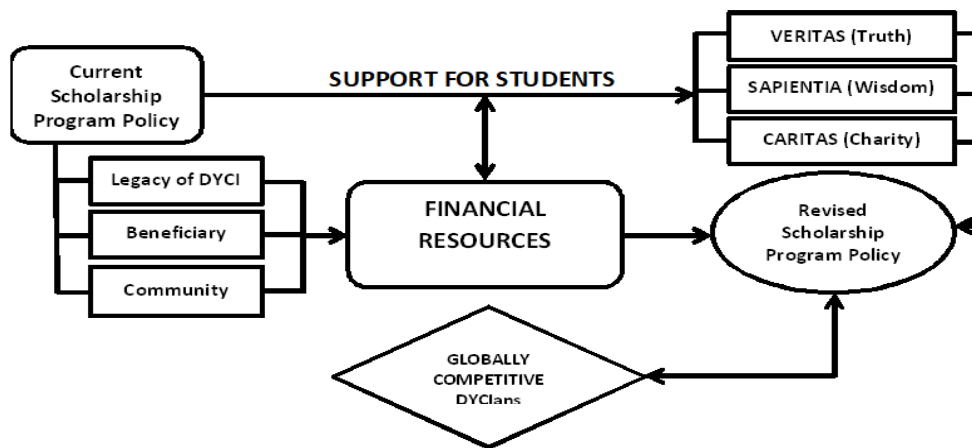


Figure 1. Conceptual Framework of the Proposed Scholarship Program Policy

In this framework, the current scholarship program is based on the legacy of DYCI where in serving the community, minding not only the students, but also changing their economic status supports the educational sponsorship of the students, taking into account the financial resources of the institution to know the truth on the perspective of the stakeholders, the wisdom that the school inculcated in the minds of the students and their family and charity- the giving back of the prestige. All the themes were subject to consider in revising the policy of the scholarship program policy thru the help of proposed projects that will enhance the student's capability to be globally competitive individuals.

Table 2. Frequency and Weighted Mean (WM) Distributions of Sponsored Education

Items	Mean	Interpretation
1. The institution recruits and selects students based on clear policies.	3.90	High
2. The operational guidelines of the scholarship are clear and well disseminated	2.88	Moderate
3. The institution encourages applicants from special groups (financially disadvantaged, tribal groups, physically challenged) and ensures that they are given fair consideration	3.87	High
4. The institution has systems to identify the special learning need of students.	3.01	Moderate
5. The institution provides counselling and academic supports for students who are not yet ready to cope with the demands of a higher education program	2.95	Moderate
6. The institution deliberately produces better social return on investment on scholarship program	4.39	High
7. There are clear policies and operational guidelines on the recruitment and support for the financially disadvantaged	3.36	Moderate
8. Great impact is expected from the scholars to the institution such as winning in the competition	2.91	Moderate
9. Involvement in the scholarship gives so much trouble for me	2.81	Moderate
10. Involvement in the scholarship program improve my personality	4.35	High
11. Deserving students get an education through the institution's scholarship program.	4.31	High
12. Deserving students are selected based on eligibility criteria and procedures for the award of scholarships and study grants	4.11	High
13. Resources are available to support beneficiaries throughout the duration of studies	4.39	High
14. Beneficiaries gain maximum benefit from the scholarship they receive because of guidance provided by the institution	3.35	Moderate
15. The community respects the scholars of DYCI	4.25	High
16. I am proud to be a member of the scholarship program	4.63	Very High
17. Beneficiaries complete their studies successfully within the prescribed period of the program	4.75	Very High
18. Scholarship program in the institution is a plus factor to increase the enrolment	4.74	Very High
19. The school expect the scholars to work for the school as a payback	1.84	Low
20. Beneficiaries enter employment easily that is appropriate to the aims of the scholarship program	4.64	Very High
Total Mean	4.05	High

Table 2 shows that the mean average of the scholarship program revealed that the policy is highly appreciated, and the students are very much open to pay gratitude to the generosity of the DYCI in terms of donation. This showed that the values inculcated to them by the school – being part of “more than a school, a family will always be in their hearts even after they finished their studies. The data proved that the evidence of the outcomes of the goodness of the scholarship program is worth the investment.

Evidence such as the student’s population, secondly is the accessibility of the school, third, the students who brought honour and excellence not only to the school but to the whole community was impressive. The intellectual strength of the beneficiaries is their ability to engage in critical and appreciative of the workloads given to them; the process of discovery is often- inter—dependent and interdisciplinary. This often demands the beneficiaries incorporate work, or challenge and modify the outputs, but never felt that they are required to be.

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