



Compositional Analysis of Bukidnon State University Scholarship Grantees

Arlene R. Pagaura,
Malaybalay City, Philippines
arlenepagaura3@gmail.com

Lora E. Añar
Malaybalay City, Philippines
loraescarroanar@gmail.com

ABSTRACT: *The study determined the compositional analysis of scholarship grantees in terms of personal, academic, social and interest profiles. The participants were the 574 grantees from the different colleges of Bukidnon State University. The data were obtained from the Office of Students Services and complemented with a questionnaire. This is a descriptive research. Frequency, percentage and discriminant analysis were utilized in analyzing data. The findings revealed that there are sixteen kinds of scholarships of the university. These are offered to students who belong to cultural communities, dean's lists, outstanding members of performing arts, emancipated children of regular faculty members and staff, poor but deserving. As to parents' occupation, it was farmer-housewife tandem with a monthly income below fifteen thousand. As to academic profile, Bachelor of Science in Business Administration had the most grantees. Most of the grantees were members of Young Educator's Club, College Disaster Management Unit (CDMU), and other religious organizations. Majority of the grantees were engage in dancing, playing musical instruments and reading books. The parents' monthly income is the strongest predictor in availing the scholarship program.*

Keywords: *Academic and Social Profile, Interest Profile, Personal Characteristics, Scholarship Programs*

INTRODUCTION

Bukidnon State University (BSU) envisions itself as a premier institution of higher learning in teacher education, sciences and humanities. To achieve its vision, it has been working to provide access to all students, the opportunity for higher education. One way of providing this is through scholarship programs.

The institution provides varied scholarship programs for all students who qualified based on the requirements stipulated in the Office of Student Services. These programs are intended for deserving students with good academic standing, talents and skills, but are financially disadvantaged. These scholarship grants are the following: Academic Scholarship, Performing Arts, Students Leadership, Student Assistance, Toru Nagata Scholars, and other grants funded by the Local Government Unit, Alumni and other funding institutions.

Financial Assistance Programs accordingly are for students with financial need. In other countries, Students Support Services staff works to disseminate financial aid information and secure funding for those in need. Somers states that financial assistance for postsecondary education provides an opportunity to remove the barrier of access to post-secondary education. Henry, Rubenstein, and Bugler found that there is a significant relationship between college completion and the receipt of financial assistance. He asserts that student receipt of financial aid correlates very strongly with students' persistence to pursue and complete a postsecondary program. Lucas stressed the impact of student economic conditions on the pursuit and attainment of a bachelor's degree as college tuition in the United States has risen higher than the

nation's annual inflation rate.¹⁵ Student Support Services offers students information on the availability of financial aid and helps them secure the required funding to pursue their educational goals.

In the Philippines, there exist budget cuts for State Universities and Colleges. The academe has no other way but to increase tuition fees which lead to low admission to higher education among high school graduates. Hence, scholarship grants are very much vital in increasing enrolment and participation in higher education.

There are scholarship grants provided by Corporations, Non-Government Organizations (NGOs), business establishments and other organizations. These linkages enable students to gain scholarship and eventually in Bukidnon State University.

There is a need to assess composition of students who availed with the scholarship grants. Studying their compositional characteristics could help the institution as to the extent of accessibility it has provided for the people in the province and in Northern Mindanao. This could also help the Students Services to better conduct and implement financial aid information to students and to increase the offering of scholarship grants.

This study involved characterizing the composition of scholarship grantees of Bukidnon State University. It determined the objectives of the various scholarship programs of the University, described the composition of scholarship grantees, and analyzed the characteristics of the scholars based on the scholarship objectives through categorization and discriminant analysis.

LITERATURE REVIEW

Financial assistance is crucial in higher education in predicting college student success. With this, the university has been introducing various types of students' scholarship programs to students with financial needs. These scholarship programs help students enrolled in college.

The framework of Robbins et al. was used. They emphasized the importance of contextual influences such as financial aid. Financial aid could have a direct effect on academic motivation for students' success and for maintenance of scholarship. The receipt of financial aid may create a kind of loyalty effect; students who choose to attend a college based on financial aid have a higher likelihood of persistence. This is supported by the study of Paulsen and St. John that there is a strong correlation between financial barriers and enrolment rates from poor and working class students. Financial aid could influence collegiate success in both direct and indirect ways. It is also effective in increasing the probability that students from lower income families will enroll in college.

Marcum mentioned that other forms of scholarships should be broadened and deepened to create the possibilities for civic engagement in higher education. Stater pointed out that finances affect academic achievement, because academic effort is part of the sequence of decisions that lead to persistence. The study of Pu showed that students who received financial aid at least once in college earn higher GPA scores than the students who have never received it. Hence, financial assistance awarded to poor but deserving students.

In addition, Alon stated that financial support positively influenced graduation. Grants and scholarships also had more pronounced effects on graduation. Omeje revealed that students' academic performance significantly increase with an award of scholarships. The government and other nongovernment organizations should provide more scholarships to students from poor background.

¹⁵ Lucas, C., J. (1996). *Crisis in the academy: Rethinking higher education in America*. New York: St. Martin's Griffin. Retrieved from <http://www.files.eric.ed.gov>

According to Ganem and Manasse, institutional scholarships, need-based aid, and estimated family contribution seem to be variables of high impact, while other traditional variables play little to no role in predicting persistence, progression, and graduation. There is a need to increase award of scholarship to financially-challenged by the government and other nongovernment organizations.

METHODOLOGY

The study utilized a descriptive method of research. The data of the grantees were obtained from the Office of Students Services and Guidance Center of Bukidnon State University. The university is composed of five colleges namely: College of Education, College of Arts and Sciences, College of Nursing, College of Business, and College of Social Development and Technology. The participants of the study were the 574 grantees taken from these colleges. The data on the list of the different scholarship and list of scholarship grantees was used. Data on the following segmentation were also used: (1) personal characteristics, (2) place of residence, (3) parents’ occupation and Income, (4) academic profile and course, (5) social profile-membership in organizations, extracurricular engagement, and (6) interest profile - hobbies, leisure time activities.

Informed consent procedure for data gathering was followed. The participants gave consent to the researchers to gather the data about them to be utilized for research purposes. The researchers observed confidentiality in the process.

Frequency percentages and discriminant analysis were utilized in treating the data gathered to determine the characteristics of the scholars based on the objectives of the scholarship programs.

RESULTS AND DISCUSSIONS

There are 16 scholarship grants offered to students of Bukidnon State University. Of these scholarship grants, only four scholarship grants are coming from Bukidnon State University. The others come from external sources or external linkages.

Table 1 shows the scholarship grants of Bukidnon State University and its objectives. Except for academic excellence scholarship, most of these are intended for poor but deserving students where family amount income does not exceed P48,000. Each of these grantors has their own way of screening scholarship applicants.

TABLE 1 – Objectives of Various Scholarship Grants

Scholarship Grants from Bukidnon State University	Objectives
Academic Excellence Scholarship	Provided for students who graduated valedictorian/salutatorian and to those who have high scholastic achievement whose semestral grade point average ranges from 1.00-1.75
Faculty/Staff Children Benefits	Provided for an emancipated children of regular faculty members and staff.
Performing Arts Scholarship	Provided for the outstanding members of the BSU Chorale, Dance Troupe, Brass Band and Rondalla.

Students Labor/Students Assistantship	Provided for poor but deserving students who are having at least 18 units and are willing to work on offices during their vacant time.
Scholarship Grants Outside Bukidnon State University	Objectives
Cultural Community Scholarship	Provided for poor but deserving students and are belonging to any cultural community or any tribes of Bukidnon
TuroNagata Foundation	Provided for poor but deserving students who will study into sciences.
California Scholar	Provided for poor but deserving students
Malaybalay City Public University Scholarship Program	Provided for poor but deserving students
TG Guingona Scholarship	Provided for poor but deserving students
AFP Scholarship	Provided for poor but deserving students
Barangay Dependent	Provided for students of barangay Captains or Barangay Kagawad or Barangay Officials themselves.
Negros Navigation Scholars	Provided for poor but deserving students
Food Technology	Provided for poor but deserving students

Figure 1 shows the place of residence of the BSU scholars. As shown in the table, that those who reside from Malaybalay where BSU is located had the most number of scholars. It is followed by Impasug-ong, Lantapan, and Valencia, respectively. These places are closer to Malaybalay, other places of residence include those from Mindanao area like Misamis Oriental, North Cotabato, and Lanao del Sur. There were few scholars from Visayas.

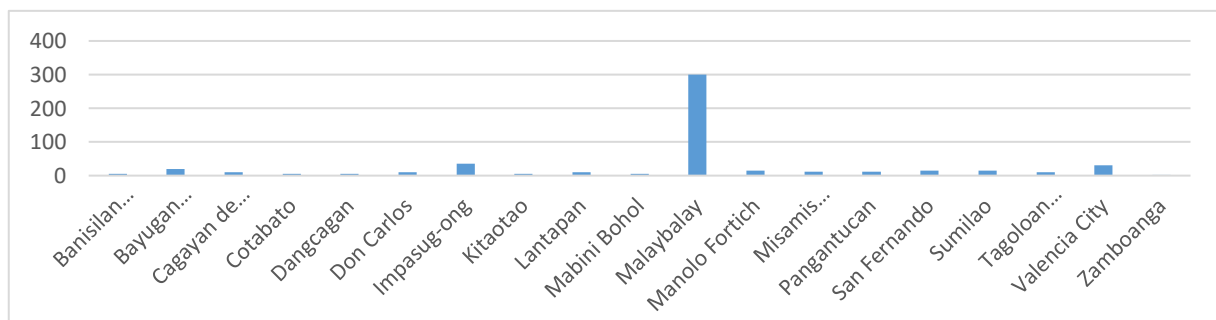


Fig. 1. Places of Residence of the Scholars

As presented in figure 2, parents' monthly income of the scholars ranges from PhP 5000 & below (83.56%), this is followed by PhP 5000-10000 (12.16%) and PhP 10000-15000 (3.15%). According to the report of the Philippine Statistics Authority (2013), poverty threshold for a family of 5 was at PHP5,590 per month. This is intended for the basic food needs.

The amount of poverty threshold will increase if other needs will be included like, housing, clothing, health, education and transportation expenses. The Philippine Government considers a family poor if the monthly income is less than the family threshold level. This means that parents' monthly income of the scholars is within the poverty threshold. Their income is not sufficient for the college education of their children. This is supported by the study of Bicar (2012) that Bukidnon is one of the poorest provinces in the Philippines based on poverty incidence report. Fig. 2. Parents' Monthly Income (In Peso)

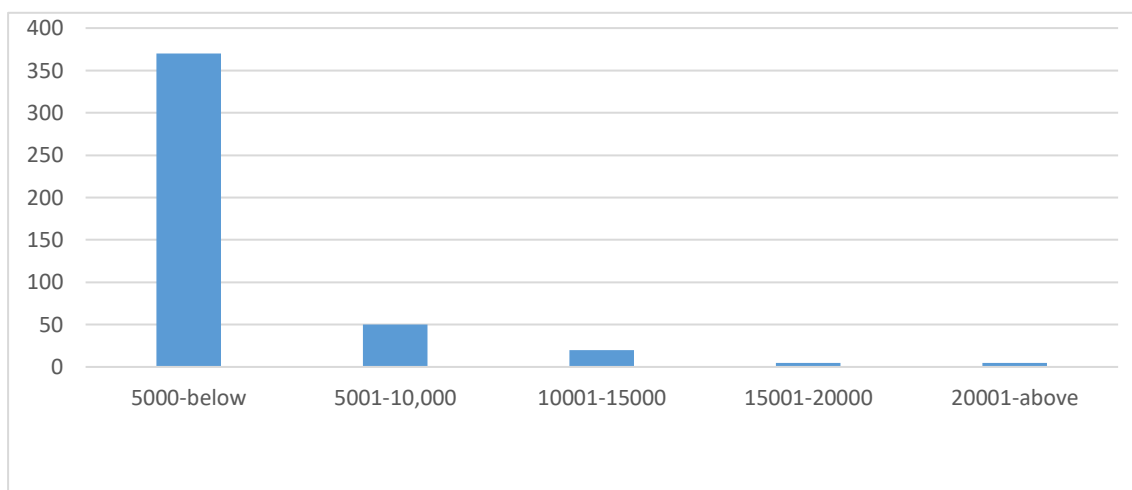


Figure 3 presents the academic profile of the scholars in terms of their course. The BSBA had the most number of grantees followed by BEE and BSE respectively. Based on the enrollment report from the Registrar's office, BSBA has the biggest enrolment among the five colleges, so it is one of the reasons for having the most number of scholars.

Based on Commission on Higher Education (CHED) list of priority course are those in the fields of information technology, engineering, teacher education, business administration, health sciences, units and humanities, social and behavioral sciences, architecture, communities and maritime. Hence, BSBA and teacher education which comprise the highest number of scholars belong to the priority courses. According to CHED executive director Julito Vitriolo, students must enroll in this priority courses if they want to avail CHED scholarship. He further stressed that priority courses are needed by the economy and support the governments' development agenda. This is also supported by Dr. Isabel Inlayo, director of CHED office of Student Development and Services that priority courses are aligned to the Medium-Term Philippine Development Plan.

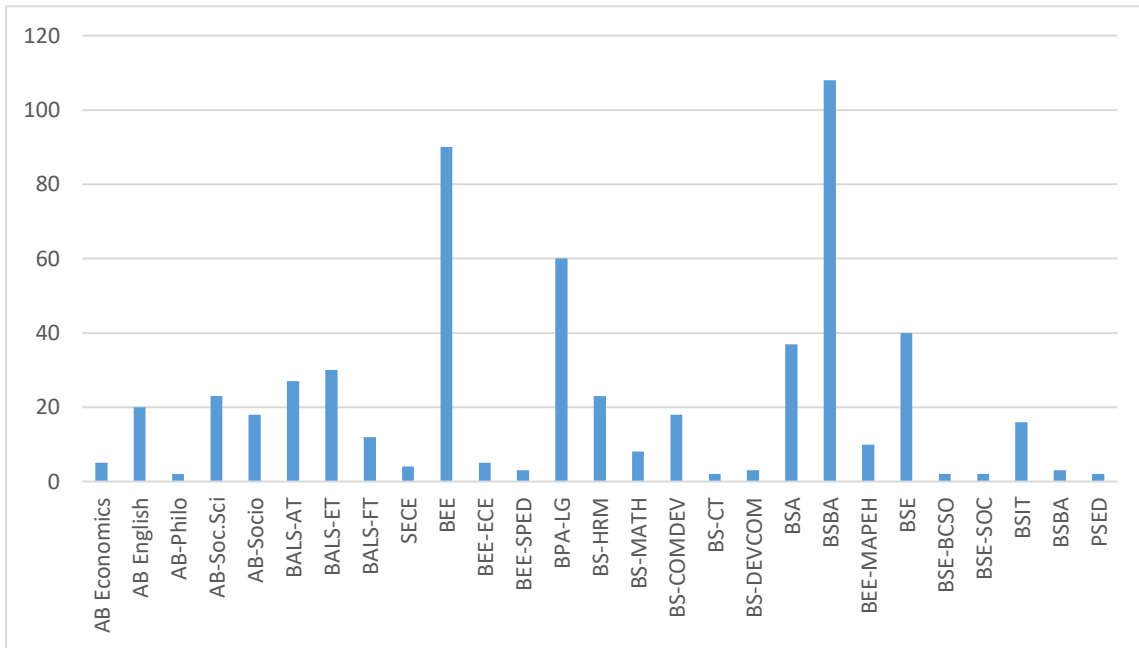


Fig. 3. Academic Profile of the Scholars in Terms of their Course

Figure 4 reveals the fathers' occupation of the scholars. As revealed in the graph, fathers' occupation of most of the scholars are farmers, self employed, laborer, employers, drivers, etc. It can be observed that farming is one of the major livelihoods in Bukidnon considering that it is an agricultural area. Based from the informal interview, most of their parents consists of lowland landless agricultural workers and lowland small farm owners.

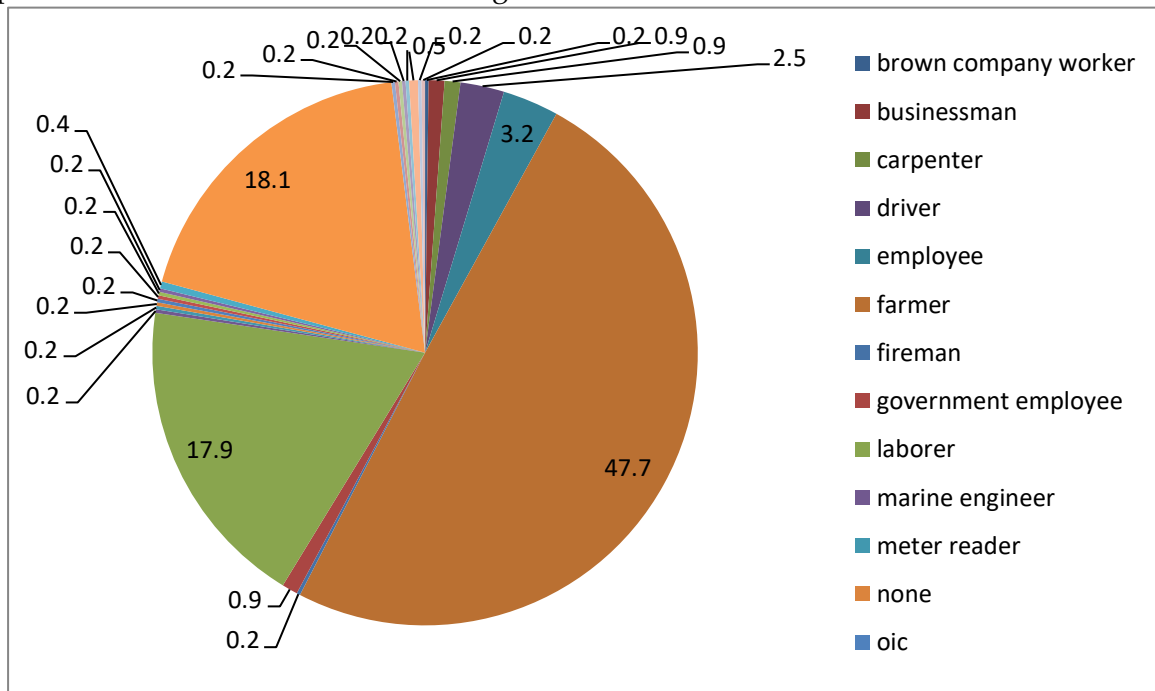


Fig. 4. Fathers' Occupation

Figure 5 presents the mothers' occupation of the scholars. As presented in the graph, majority of the mothers of the scholars were housewives where their husbands are farmers. Some of them were laborers, manicurist and housemaids, etc. There were also government employees, businesswoman, Overseas Contract Workers (OFW) and office clerk, etc. In the rural setting, the housewives are left at home to do the household chores and take care of the children while their husbands are engaged in farming.

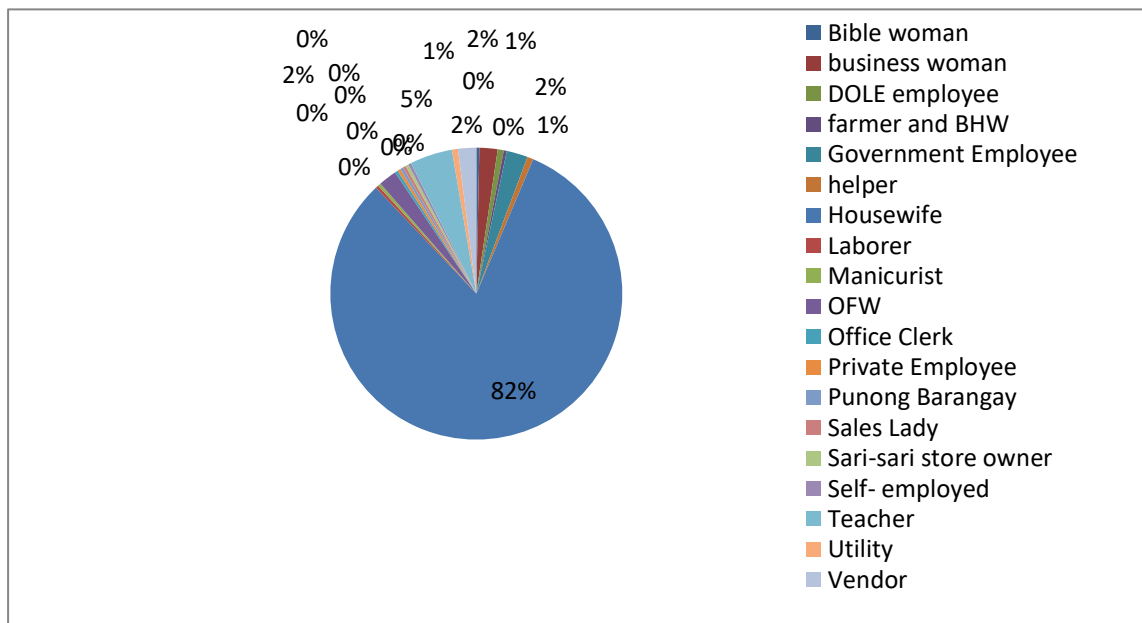


Fig. 5. Mothers' Occupation

Figure 6 presents the social profile of the scholars. As presented in the graph, the scholars are members of curricular and extracurricular organizations. Majority of the scholars are members of Brass Band (31.75%), this is followed by Young Educators Club (11.1%) and Dance Troupe (12.6%). This implies that in spite of their busy schedules for practice, they still have time to join other activities. They need to socialize with other students.

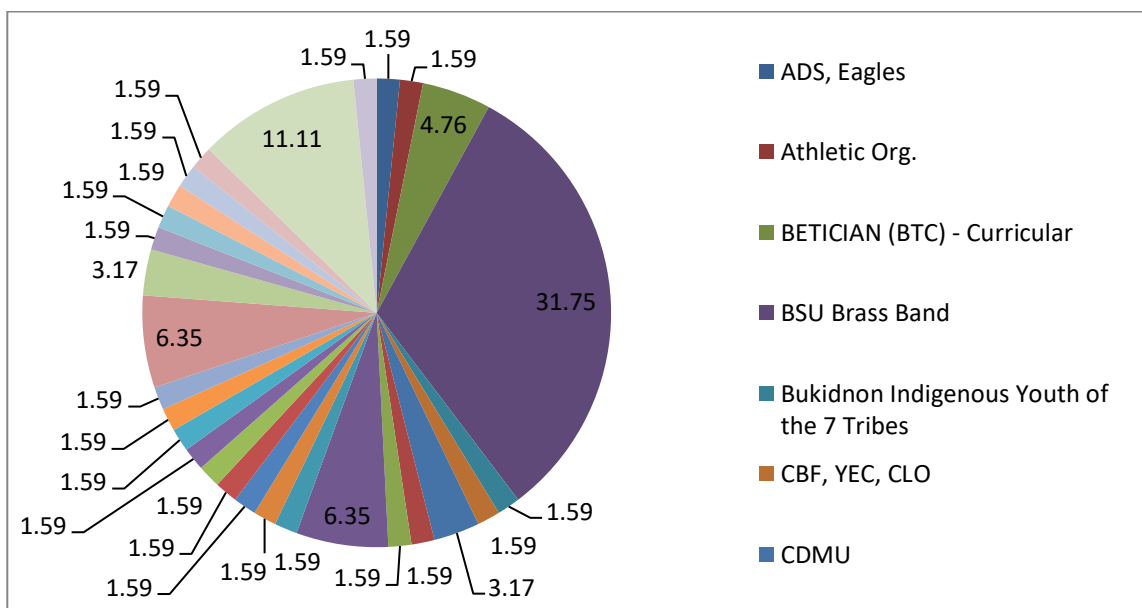


Fig. 6. social profile of the scholars

Table 2 shows an index of importance of the predictors through correlations of each variable and with each discriminate function. The sign indicates the direction of the relationship. It also shows that the variables personal characteristics (classified under parents’ monthly income, place of residence, fathers’ occupation, mother’s occupation, and age). The scholars’ parents’ monthly income shows the strongest predictor in availing the scholarship program. The following variables are also considered as predictors, namely fathers’ occupation and place of residence. The rest of the variables are not a predictor. This implies that financial aspect is crucial in the education of the children. Presently, the Aquino government has implemented the student Grants-in-aid Program for poverty alleviation (SGP-PA). The beneficiaries are the poor students whose families belong to Pantawid Pamilyang Pilipino Program (4Ps) also shown as Conditional Cash Transfer Program (CCTP). Scholarship programs extended up to tertiary education and it started in 2012. There were 4,000 beneficiaries nationwide with 500-million budget. The qualified beneficiaries are enrolled in State Colleges and Universities (SUC’s).

TABLE 2 – Results of Discriminant Function Coefficients

Characteristics of Scholars	Functions
Parents’ Monthly Income	.632
Age	-.392
Place of residence	.462
Mothers’ Occupation	.302
Fathers’ Occupation	.601

CONCLUSIONS

Based from the results of the study, the following conclusions were drawn:

1. The objectives of various scholarship programs are consistent with the needs and description of the scholars.
2. The grantees vary in their personal characteristics, academic profile, social profile and interest profile. Their characteristics match the kind of scholarship granted to them.
3. Parents’ income can influence the granting or availing of scholarship program.

Based on findings, the following are recommended:

1. It is recommended that the university administration must allocate more budgets for scholarship programs aside from socio-cultural and performing arts scholarship.
2. The university through the Office of the Student Services must strengthen its linkages with other agencies for additional scholarship programs.
3. The government should provide employment opportunities and livelihood programs to poor families to augment their income.
4. Private higher institutions should provide more scholarships to low-income families.



BIBLIOGRAPHY

- Alon, S. (2007). The Influence of Financial Aid in Leveling Group Differences in Graduating from Elite Institutions, *Economics of Education Review*, 26, (3) 296-311.
- Bacani, L. (2014). CHED Lists In-demand, Priority Courses Until 2018. *The Philippine Star*.
- Bicar, B. (2012). Human Capital Development: Its Implications to Poverty Alleviation. *BSU Research Journal*, 9, 1-17
- Ganem, N & Manasse, M. (2011). The Relationship between Scholarships and Student Success: An Art and Design Case Study. *Education Research International*, 2011. Retrieved from <http://doi.org/10.1155/2011/743120>
- Henry, G., Rubenstein, R. & Bugler, D. (2004). Is HOPE enough? Impacts of Receiving and Losing Merit-Based Financial Aid, 18 (5), 686-709. Retrieved from <http://www.journals.sage.com>
- Lucas, C., J. (1996). *Crisis in the academy: Rethinking higher education in America*. New York: St. Martin's Griffin. Retrieved from <http://www.files.eric.ed.gov>
- Marcum, J. (2013). Engaging the Future Through Inquiry and Learning, *Motivating-Engage*. 973-402-3951. Retrieved from <http://jameswmarcum.com/engagement-theory>
- Omeje, A.N & Abugu, S.O. (2015). The Impact of Scholarships on Students' Academic Performance: A Case of Tertiary Institutions in Enugu State, Nigeria. *Bulletin of Business and Economics*, 4 (2), 93-104.
- Paulsen, M. & St. John, E. (2002). Social class and college costs: examining the financial nexus between college choice and persistence. *Journal of Higher Education*, 73 (2), 189-236. Retrieved from <http://jstor.org>
- Poverty Incidence among Filipinos semester of 2013 - PSA. Philippines. Retrieved from <https://psa.gov.ph/content/poverty-incidence-among-filipinos-registered-249-first-semester-2013-psa>
- Pu, Y. (2013). Need-Based Financial Aid and Student in Success in XX College in Central China. Retrieved from <http://urn.nb.no/URN:NBN:no-40336>
- Robbins, S.B., et al. (2004). Do psychological and study skills, factors predict college outcomes? A meta-analysis. *Psychological Bulletin*, 130, 261-288. Retrieved from <http://www.ncbi.nlm.nih.gov>
- Somers, P. (1995). Evaluating Institutional Aid Policies, 65-74. Retrieved at <http://www.onlinelibrary.wiley.com>
- Stater, M. (2009). The Impact of Financial Aid on College GPA at Three Flagship Public Institutions. *American Educational Research Journal*. Retrieved from <https://doi.org/10.3102/0002831208329903>
- Students Grants-in-aid Program for Poverty Alleviation (SGP-PA). (2015). Philippines. Retrieved from <https://ched.gov.ph>