

ADOPT-A-BARASHENYOS SCHOLARSHIP PROGRAM: AN EVALUATION

Neil SM. Fernando, PhD.

Senior High School Master Teacher I, DepEd-Rizal, Philippines

Corresponding Email: neil.fernando@deped.gov.ph

Article Information

Received: 4th June, 2024

Accepted: 30th July, 2024

Published: 27th August, 2024

KEYWORDS: *Adopt-A-Barashenyos Scholarship Program, Baras Senior High School, scholarship guidelines Scholarship manual.*

Publisher: Empirical Studies and Communication - (A Research Center)

Website: www.cescd.com.ng

ABSTRACT

This study aimed to assess and evaluate the implementation of Adopt-A-Barashenyos Scholarship Program of Baras Senior High School during the school year 2020-2021. Furthermore, the Adopt-A-Barashenyos school scholarship program of Baras Senior High School which is one of the programs that support governance which interlinked to quality and access aspects of the school.

The respondents were the 25 learners who passed during the selection process for the school scholarship program utilizing the school localized scholarship guidelines and manual who have enjoyed the financial assistance or educational subsidy as recipients and the 10 teachers of Baras Senior High School. A quantitative research and qualitative type of research were used in the study to determine the profile of the respondents in terms of students' grade level and teachers' position and to determine the respondents' assessment of the abovementioned program respectively. The study utilized a researcher-made questionnaire which had two parts; the information about the respondents involved in the program and the questions dealing with the assessment and evaluation of the school localized scholarship program. The findings revealed that the Adopt-A-Barashenyos Scholarship Program in connection to the developed school localized guidelines on scholarship of Baras Senior High School brought positive results as perceived by the two groups of respondents or simply the student and teacher-participants.

The implementation of the program helps the school to assist students who have diverse situations and cases when it comes to their motivation towards study. However, there were also impressions of the respondents which need to be considered for the improvement of the program. The study hereby recommends the modification of the program particularly on the implementing rules and regulations for the improvement of the program.

INTRODUCTION

Rallying the management and operations focusing on the governance, quality and access are the major concern when it comes to school-based management. Considering the three key performance areas, the school initiated to develop a program focusing on the financial assistance or simply scholarship program which is under school governance which are also interlinked to quality and access aspects.

Nowadays, many of the students are facing challenges in their life when it comes to their study. One of the challenges as stated by the students are lack of financial supports including their transportation allowance and food allowance. But with the aforementioned scenario, the students are continuously and regularly attended their classes.

Thus, the creation of this school-based scholarship program would be of great help to any deserving students who are continuously pursuing their study despite of their economic status.

Hence, the school launched its flagship program Barashenyos or “Highly ENthusiastic and Youth-Oriented School” and part of this is the project on scholarship entitled, “Adopt-a-Barashenyos” which provides the students an avenue whereby they can enjoy the financial assistance that will support their study. The support the school will provide the students will come from its stakeholders and partners as part of its project LIFT or “Linkages towards Improvement and Facilities Transformation” which focuses on community support.

To improve the policy-basis and result orientation of the existing Adopt-a-Barashenyos school localized scholarship manual, the authors would like to assess the implementation of the school-based scholarship program.

“Education for All” is highly encouraged by the Department of Education as it supports the Sustainable Development Goal no. 4 which is all about the Inclusive Education.

Educational system is being strengthened by the 1987 Philippine Constitution Article XIV, Education, Section 2, which states 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.

Assessing and evaluating the stated program helps the institution to provide enhancement possibilities for the improvement of the program. The researchers believed that through getting the assessment and evaluation of the program as perceived by the recipients and teachers, the improvement of the program would be possible.

Objectives of the Study

This study aimed to assess and evaluate the Adopt-a-Barashenyos scholarship program. Furthermore, it sought to determine the perception of the student-respondents in school-initiated Adopt-A-Barashenyos scholarship program with respect the implementation of the program and propose possible recommendations of the respondents for the improvement of school's-initiated scholarship program.

METHODOLOGY

Sampling

Two groups of respondents were utilized in the study considering the 25 students who were selected through purposive sampling and were also the scholars who passed the selection process using the school localized guidelines on scholarship, and 10 teachers of Baras Senior High School using total enumeration. The respondents were considered in this study since the abovementioned respondents were capable to provide significant contributions for the improvement of the program.

Data Collection

The study utilized a researcher-made questionnaire which was validated by the experts who are Senior High School coordinators. It is composed of two areas; the first part contains the profile of the respondents such as name, grade and section of students and teachers and position. The second part contains the questions adhering to the evaluation of the program.

The respondents have answered the questionnaire after the utilization of the program during SY 2020-2021.

Data Analysis

To evaluate the school's-initiated Localized Scholarship Program, qualitative discussion was used.

Results and Discussion

After conducting the study, the researcher has gathered responses from the two groups of respondents or participants. This portion presents the results and discussion of the study.

On the Profile of the Respondents in Terms of Students' Grade Level and Teachers' Position

Table 1. Profile of the Respondents in Terms of Students' Grade Level

Grade Level	f	%	Rank
Grade 11	12	48.00	2
Grade 12	13	52.00	1
Total	25	100.00	-

Table 1 discusses the profile of the respondents in terms of students' grade level. It can be gleaned on the table that the number of student-scholars is higher in Grade 12 level.

It depicts that there are more grade 12 students who passed in the selection process applying the school localized guidelines and manual.

Table 2. Profile of the Respondents in Terms of Teachers' Position

Grade Level	f	%	Rank
Teacher I	3	30.00	1
Teacher II	2	20.00	3
Teacher III	1	10.00	5
Master Teacher I	2	20.00	3
Master Teacher II	2	20.00	3
Total	10	100.00	-

Table 2 describes the profile of the respondents in terms of teachers' position. It can be gleaned on the table that the number of teaching staff with respect to their position is almost equally distributed.

It depicts that there are more teachers who are considered as proficient teachers and who are capable also in assessing and evaluation the school scholarship program.

On the Perception of the Student-respondents and Teacher-respondents in School-Initiated - Adopt-A-Barashenos scholarship program with respect the implementation of the program

After conducting the study, the researcher has gathered responses of the two groups of respondents regarding their perception on the school's-initiated Adopt-A-Barashenos Scholarship program.

All of the student-respondents found the program beneficial for them since the financial assistance that they receive would be of great help for their study. Through school scholarship program, the scholars were able to not just enjoy the financial privilege but also give them a chance to support their study especially they are belonging to the marginalized sector.

“Nakakatulong sa akin ang scholarship ng paraan dahil dito ko na kinukuha ang mga gastusin ko para sa aking pag-aaral.” (Student 15)

The response of Student 15 is connected with the responses of Students 2, 3, 4, 5, 8, 18 and 22. These students commonly said that the scholarship program would be of great help for them which serve as a great aid and support for their study.

“It’s nice kasi even if I am not usually belonging to the top of our class, nabigyan kaming lahat na mga mag-aaral ng pagkakataon para mag-apply dito at makapasok sa scholarship ng paaralan.” (Student 19)

“It helps me a lot because the scholarship program of the school gives me an opportunity to be part of it and it also gives me a motivation to study well”. (Student 25)

“Yes, nakakatulong samin sa mga scholarship ng school dahil bukod sa pagbibigay sa amin ng opportunity (Student 16)

The responses of Students 19, 25 and 17 are connected with the responses of Students 1, 7, 11, 13, 14 and 24. It implies that their inclusion to the scholarship program is somewhat an opportunity for them to boost their confidence when it comes to their performance.

“Yes, nakakatulong sakin ang ipinagkakaloob ng paaralan na assistance at natuwa ang aking mga magulang dahil napasama ako sa scholarship at hindi nila inakala na mapapabilang ako rito.” (Student 12)

The response of Student 12 on the perception of school scholarship program is connected with the responses of Students 10 and 20. The school also gave chances and hopes to the students who really wants to be part of the scholarship who underwent to the selection process.

“Yes, it helps me to become more responsible, thinking that I am part of the program and it is my responsible to attend classes and submit all the activities and requirements.” (Student 21)

The answer of students 6, 9 and 23 signifies that the school scholarship program also brought positive impression to students in terms of the implementation. As an assistance to this student, the said scholarship program of the school addresses the needs of the student by providing them an avenue to enjoy also the financial aid and assistance.

The responses of all the student-respondents imply that the school scholarship program assisted the students not just only to finish their senior high school but also helped them to become more responsible and motivated to their study since they are belonging to the roster of scholars.

On the other hand, on the responses of the 10 teacher-respondents, it was found out that the responses of the teacher-respondents were synonymous and connected to each other since they found the scholarship program of the school would be of great help to the students.

In addition to that, they appreciate the school localized guidelines in scholarship called Adopt-A-Barashenyos because they perceive that the selection process is fair since it is guided by the said localized guidelines or scholarship manual.

The responses of these teachers imply that despite the positive perceptions on the implementation of the program, it can still be seen that the program gives additional task to the teachers. The program proponent shall also consider the scheme of the program for its improvement.

On the Possible Recommendations of the Respondents for the Improvement of School's-initiated Scholarship Program

Based on the responses of the student-respondents on the possible recommendations for the improvement of the school scholarship program, most of the students did not give additional recommendations for the improvement of the program. However, the mentioned responses were given for the improvement of the program.

“None, it's already good, the implementation and the guidelines in selecting the scholars are very highly organized.” (Student 4)

The success of the implementation of the program depends on different factors to be considered and one of those is preparing for the selection of process, announcing the available slots need to be filled and monitoring and evaluation of the program. The Scholarship Coordinator, who is in-charge on the preparation of the activities for this school scholarship program ensure that the localized guidelines should be applied during the selection process.

“Ituloy ang school scholarship program upang mas marami pang mabigyan ng opportunity lalong lalo na sa mga mag-aaral ng Baras Senior High School” (Student 16)

It can be seen on the responses of the students that the program helped them to become more motivated and responsible to their undertakings especially with their study.

“I don't have any recommendations because it is the student's responsibility to appreciate the provision of program to them.” (Teacher 9)

The response of Teacher 9 is same with the responses of Teachers 1, 2 and 5. Considering the objectives of the program, Adopt-A-Barashenyos aimed to assist the deserving qualified student to become part of the said scholarship.

“My only recommendation for the school scholarship program, for those scholars who are beneficiaries also, I would suggest that they will involve themselves into a community activity for at least every month” (Teacher 7)

The recommendations given by the teacher-respondents imply that the program still needs for strengthening its implementing strategies to ensure the attainment of the objectives and to create the program as beneficial for every stakeholder in the school.

Conclusion and Recommendation

Based on the findings, the conclusions were drawn. It was concluded that the implementation of the program helps the school to assist students who have diverse situations and cases when it comes to their motivation towards study. However, there were also impressions of the respondents which need to be considered for the improvement of the program.

From the conclusions drawn, the recommendations are highly suggested which include continuous implementation of the original implementing rules and regulations for School Localized Manual on Scholarship shall be done next succeeding school year, Continuous monitoring and evaluation shall be done for the improvement of the program, Orientation and Roll-out regarding the Adopt-A-Barashenyos Scholarship Manual to teachers, parents and students shall be discussed before the selection process and A separate program addressing the needs of the students shall also be implemented in line with this.

REFERENCES

CDAsia (1987), “1987 Philippine Constitution Article XIV, Education, Section 2” Retrieved from

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