

Cohort Study on Scholars of Central Philippine University: Basis for Scholarship Program Enhancement

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ABSTRACT

This tracer study aimed to determine the status of the college entrance scholars of Central Philippine University that will serve as a basis for the scholarship enhancement program. The major findings of the study were: majority of the scholars were young with mean age of 17.45 years old, females, enrolled in the College of Business and Accountancy, graduated from a public senior high school, had STEM as a strand in senior high school, came from the towns, graduated with high honors, and availed the 1/3 Free Tuition entrance scholarships; the cohorts' status of scholarship through the years until their graduation for the 2 school years were diminishing; the analysis of variance between the two proportions of respondents according to their personal and academic characteristics have either significant or not significant results at 5 % level. Based on the findings of the study, the following conclusions were drawn: the analysis of variance between the two proportions of respondents who were either young or old, males or females, either graduated with highest honors or with honors during SHS, enrolled in the colleges of CBA and other colleges who have maintained their scholarship is significant for those who started their scholarship during SY 2018 – 2019 and also between the two proportions of respondents who were either graduates of public or private SHS and those who came from the city or towns is significant for those who started during SY 2019 - 2020. Stringent grade retention policy and the challenge of online learning due to poor internet connectivity were most of their issues while family-related and financial factors are some of their challenges. They believed that studying hard and maintaining open communication with teachers and family members can answer these issues and challenges. To lower the over-all maintaining grade point average and cut-off grade per subject per semester were their major recommendations to improve the scholarship program of the university.

Keywords: Cohort, Self-Efficacy, Scholars, Success

INTRODUCTION

Background of the Study

Central Philippine University has been known as a university purposed to provide Exemplary Christian Education for Life which is responsive to the needs of the total person and the world. One of the avenues to fulfill this mission is to provide scholarships to deserving students since its founding in 1905. (from Aberia & Java, 2011 as cited by Java, 2014). One of these scholarships is the entrance scholarship meant for entering high school valedictorians and salutatorians with Free Tuition and Half Free Tuition privileges, respectively (Java, 2014). However, with the implementation of the K-12 program in school year 2016-2017, these entrance scholarships were modified to fit for the incoming Grade 11 students. The guidelines for the said scholarships were revised as approved by the University President (from CPU-SDP- Scholarship Announcement, Rev. 11 July, 2018). Moreover, because of the K-12 program, the classification of the honors of the students was also changed, hence, a revision in the guidelines of the entrance scholarship for first year college students was also made and effected starting school year 2018 - 2019. One of which is a student will be able to maintain his/her scholarship until second year if he/she does not have a grade lower than 2.25 in all subjects during his/her first year; and,

if his/her grade point average is not lower than 1.56 (CPU-SDP-Scholarship Announcement Rev 12, September 4, 2019).

Many students and graduates had verbally affirmed the usefulness of the different scholarships being offered by the university to them and their families. It is for this reason also that the university had kept on improving the privilege package for the entrance scholars in order not only to get the best students but also to be of more help to them. The study of Aberia & Java (2011) had found out that students who had availed of scholarships especially the Work Student Study Program and the services of the Placement Office had a greater chance of landing a job after graduation. With the changes in the guidelines for the entrance scholarships for first year college students, will the scholars have to experience some issues and challenges regarding their scholarships and will there be needs in order to meet these issues and challenges experienced by them? It is for these reasons that this study is being conducted.

Objectives of the Study

Generally, the tracer study aimed to determine the status of the college entrance scholars of Central Philippine University for school years 2018 - 2019

and 2019 - 2020. Specifically, it also aimed to:

1. describe the cohorts' personal and academic characteristics such as age, sex, college enrolled in, type of senior high school graduated from and place of origin, senior high school strand, and honors received during senior high school graduation and academic performance;

2. determine the cohorts' type of scholarship availed and status of their scholarship per semester;

3. determine which personal and academic characteristics of the cohorts are significant predictors of the status of their scholarship;

4. understand the experiences of college entrance scholars before and during the pandemic through a focus group discussion conducted with them; and,

5. review existing policies and programs relevant to the College Scholarship Program of the University and recommend necessary enhancement to the Management.

Hypothesis of the Study

Based on the objectives given, the following hypotheses are advanced:

Ho1. The personal and academic characteristics of the cohorts are not significantly associated with the status of their scholarship.

Ha1. The personal and academic characteristics of the cohorts are

significantly associated with the status of their scholarship.

Theoretical Framework and Conceptual Framework of the Study

This study is anchored in the Self-Efficacy Theory, the belief we have in our own abilities, specifically our ability to meet the challenges ahead of us and complete a task successfully (Akhtar, 2008). It is the belief in oneself that one had the capacity to complete any task or engage in any behavior. People who have high levels of self-efficacy tend to feel that they can perform very well at an activity and therefore attach more value to it.

Thus, it is believed that a student who had a scholarship and graduated with honors during his/her senior high school, he or she will also have a scholarship in college. However, there are still other factors which may contribute to one having a scholarship in college. For example, does sex and age play a part in getting a scholarship? Can one's place of origin, type of senior high school graduated from, senior high school strand have a bearing in one's having a scholarship in college? Also, can one's being a scholar during his/her senior high school years, having graduated with honors during senior high school play also in the student's having a scholarship during his/her college years?

To further illustrate the interplay of the variables in the study, the following

diagram is presented to show the relationship of the variables in the study.

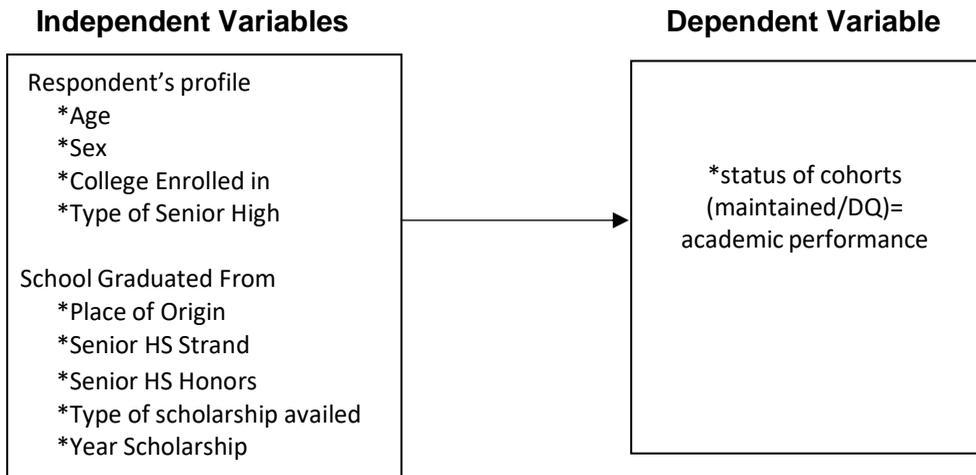


Figure 1. Schematic Presentation of the Variables of the Study

Significance of the Study

The result of the study will be valuable to the following sectors: Office of Student Development and Programs, Colleges/Departments, Administration and Researchers.

Data gathered will be valuable to the Office of Student Development and Programs to have a solid information regarding its first year college entrance scholars. The information gathered will provide the colleges/departments a glimpse of their students especially the entrance scholars and what schools are their best feeder schools. Data collected can provide an assessment of the scholarship programs given to the students. Other groups or individuals may benefit from the data gathered by

getting inspiration to conduct their own tracer study for their institutions or use this as springboard for further and detailed studies.

Scope, Limitations and Applicable Definitions of the Study

This study focused on the number of students who qualified for first year college entrance scholarships during the school years 2018 - 2019 and 2019 - 2020 and sought to understand the experiences of the entrance scholars.

The following are the operational definition of terms, as used in this research:

Cohort. A group of individuals having a statistical factor (such as age or class membership) in common in a

demographic study (Merriam-Webster Dictionary). In this study, this refers to the college entrance scholars enjoying either Full Free, Half Free or 1/3 Free Tuition scholarships starting school year 2018 - 2019 and 2019 - 2020, respectively.

College Entrance Scholarship. This refers to the scholarship availed by first year college students with the following type of scholarship coverage classified either as Free Tuition with P3,000.00 (three thousand pesos) book allowance, Half Free Tuition with P1,500.00 (one thousand, five hundred pesos) book allowance and 1/3 Free Tuition privilege per semester pending grade requirement.

Status of Academic Scholarship. This refers to the academic standing of the scholar, whether he/she maintained his/her scholarship or not. A scholar can maintain his/her scholarship if he/she can have a grade point average (GPA) of 1.63 or better with no grade lower than 2.25 in all subjects for those scholars who started in school year 2018 - 2019. However, if he/she failed to meet the above grade requirements, then, he/she will be disqualified (DQ) the following term. For those who started in school year 2019 - 2020, the GPA requirement was elevated to 1.56 or better with no grade lower than 2.25 in all subjects still.

METHODOLOGY

Research Design

This is a quantitative research which was augmented by a qualitative data gathered through a Focus Group Discussion (FGD) conducted to selected entrance scholars.

Study Area and Population

The study area and the study population included all First Year College students of Central Philippine University who qualified for scholarships during the School Years 2018 - 2019 and 2019 - 2020.

Data Collection, Processing and Analysis

Data collection and processing were done by the Office of the Student Development and Programs. Quantitative data were taken from the file of the Office of the Student Development and Programs. A Focus Group Discussion (FGD) was conducted with the selected scholars to know their experiences which may help in the revision of the guidelines of the scholarship. The descriptive data were analyzed using frequency count and percentages and were processed using SPSS PC v 11.

Ethical Considerations and Informed Consent

Ethical considerations for the study included upholding principles of human subject research, getting informed consent, weighing benefits and risks, and yielding the proposal for institutional review. The approval of this research study went through the process through channels, that is, from the University

Research Center to the President. The consent form signed by the participants explained the research study, rights and protection of the participants, and the opportunity to decline and withdraw from the FGD at any time. They were informed that all their answers will be treated with strict confidentiality and will be used solely for research purposes. To maintain anonymity as well as to protect their privacy, entrance scholars' names were not used; instead, codes were used in the transcripts or in any reference of this research paper.

Related Literature/Studies

Reviewed in this section are some studies which have direct bearing on the present study on cohort of entrance scholars. It is believed that scholars have a higher drive for success or high self-efficacy. That is so because, a person of higher self-efficacy levels is an individual who starts to challenge himself by raising the level of the targets that he sets for himself, while a person with lower self-efficacy level, is more likely to doubt

himself and his ability to successfully reach his targets which ultimately leads to failure in carrying out the desired behavior

(<https://www.communicationtheory.org/self-efficacy-theory/>).

Students with high self-efficacy tend to have high optimism, that could lead to positive outcome, such as, better academic performance, more effective personal adjustment, better coping with stress, better health, and higher overall satisfaction and commitment to remain in school (Chemers, Hu, & Garcia, 2001). Moreover, self-efficacy is linked to factors such as the strategies that students utilize, the goals that students set out for themselves, and their academic achievements. In other words, higher levels of self-efficacy are related to – what people everywhere largely consider to be – healthy student life habits. This means that those individuals with higher levels of self-efficacy could be subject to doing better in school and being more organized. This relationship can go both ways; take for example an individual who is motivated to learn and succeed. When an individual is highly motivated to be successful, most of the time it means that they are likelier to achieve whatever goals they set out for themselves, which contributes to increases in their levels of self-efficacy (Mart van Dinther (2011).

The study of Gerochi (2013) showed that males tend to have low self-efficacy while girls tend to be efficacious; those who live in urban areas have low self-

efficacy while those who live in rural areas have high self-efficacy; private school graduates have low self-efficacy

while those who came from public schools have high self-efficacy.

RESULTS AND DISCUSSION

The results of this study were presented and discussed; first, the description of the respondents which was then followed by the description of the honors they received, type of scholarship availed, their status of scholarship through the years and the differences in their status of scholarships according to their personal and academic variables.

Respondents' Profile

The profile of the respondents as to age, sex, college, type of senior high school graduated from, place of origin, and strand enrolled in Senior High School is presented in Table 1. In terms of their age, the data show that majority of them belong to the 17 and 18 years old group (53.89% for aged 17 vs. 42.22% for aged 18 for the total population. Their mean age is 17.45 years as a total population. In terms of their sex, the data show that the females are twice more than the males (71.67% as a total population). These data in terms of their sex is in consonance with the findings of Java, et al. (2015) and Aberia and Java (2011) wherein they had also more female respondents in their studies conducted. As to the college of the respondents, the top three colleges are: College of

Business and Accountancy (38.33% as a total population), College of Engineering (32.22% as a total population); and College of Nursing (11.67% as a total population). These data is also in consonance with the findings of the study of Java, et.al. (2015) wherein the entrance scholars came also from these three colleges.

As to type of senior high school graduated from, more than four-fifths (89.44% as a total population) of the respondents finished senior high school from public schools with the breakdown as follows: (state college/university barangay – 42.22% as a total population; municipal –(35.0% as a total population) ; city –10.0% as a total population); and barangay –2.22% as a total population). As to place of origin, most of them are from either towns or city (from the towns - 45.0% vs. from the city - 52.78% as a total population). The type of the senior high school graduated from by the cohorts is not really a reflection of the place where the students came from unlike the results of the study on entrance scholars wherein the type of high school graduated from of the entrance scholars is a reflection of the place where the students came from.

Since majority of them came from barangays, chances are they also finished their high school education, either in the high school located in their barangay or in the neighboring barangay or in their municipality or neighboring municipality (Java, et.al, 2015).

As to the senior high school strand to which the scholars belonged, the data show that majority of them came from

the STEM (51.0% vs. 53.9% for school year 2018 - 2019 and 2019 - 2020 respectively); followed by the ABM (30.8 % vs. 30.8% respectively for school years 2018 - 2019 and 2019 - 2020) and, a minority of those coming from the GAS, HUMSS and TVL strands combined (18.2% vs. 15.8% respectively for school years 2018 - 2019 and 2019 - 2020).

Table 1
Personal Characteristics of the Cohorts (Age, Sex, College Enrolled in, Type of Senior High School Graduated From, Place of Origin and Senior High School Strand)

Personal Characteristics	2018-2019		2019-2020		Total	
	f	%	f	%	f	%
Age						
16 years old	2	1.9	1	1.3	3	1.67
17 years old	49	47.1	48	63.2	97	53.89
18 years old	49	47.1	27	35.5	76	42.22
19 years old	4	3.8	0	0	4	2.22
Total	104	100.0	76	100.0	180	100.0
Mean Age	17.53		17.34		17.45	
Sex						
Male	35	33.7	16	21.1	51	28.33
Female	69	66.3	60	78.9	129	71.67
Total	104	100	76	100	180	100.0
College						
CAS	5	4.8	9	11.8	14	7.78
CBA	41	39.4	28	36.8	69	38.33
CCS	2	1.9	0	0	2	1.11
CoEn	37	35.6	21	27.6	58	32.22
CoEd	0	0	2	2.6	2	1.11
CoN	12	11.5	9	11.8	21	11.67
CMLS	2	1.9	5	6.6	7	3.89
CoPhar	2	1.9	2	2.6	4	2.22
CoMed	3	2.9	0	0	3	1.67
Total	104	100	76	100	180	100.0
Type of Senior High School graduated from						
Public Senior High SchoolBarangay	2	1.9	2	2.6	4	2.22
Public Senior High SchoolMunicipal	39	37.5	24	31.6	63	35.0
Public Senior High School City	13	12.5	5	6.6	18	10.0
Private Senior High SchoolProvince	9	8.7	4	5.3	13	7.22
Private Senior High School City	4	3.8	2	2.6	6	3.34
State College/University	37	35.6	39	51.3	76	42.22
Total	104	100	76	100	180	100.0
Place of Origin						
Barangay	3	2.9	1	1.3	4	2.22
Town	52	50	29	38.2	81	45.0
City	49	47.1	46	60.5	95	52.78
Total	104	100	76	100	180	100.0

Table 1 Continued

Senior High School Strand						
STEM	53	51	41	53.9	94	52.22
ABM	32	30.8	23	30.3	55	30.54
HUMSS	4	3.8	4	5.3	8	4.44
TVL	2	1.9	7	9.2	9	5.0
GAS	13	12.5	1	1.3	14	7.78
Total	104	100	76	100	180	100.0

Honors Received

The data in Table 2 show that majority of the entrance scholars (51.0% vs. 56.6% vs. 53.3% respectively for school years 2018 - 2019, 2019 - 2020

and as a total population) graduated with high honors. The general average of the respondents ranged from 94.0 % - 97.0%.

Table 2

Honors received during Senior High School graduation.

Honors Received	2018-2019		2019-2020		Total	
	f	%	f	%	f	%
With Highest Honors	8	7.7	3	3.9	11	6.11
With High Honors	53	51.0	43	56.6	96	53.33
With Honors	43	41.3	30	39.5	73	40.56
Total	104	100.0	76	100.0	180	100.0

Type of Scholarship Availed

Data in Table 3 show the distribution of the respondents according to type of scholarship availed. The figures show that majority of them availed the 1/3 Free Tuition entrance scholarships (59.6% and

75.0% for school year 2018 - 2019 and 2019 - 2020 respectively as compared to 40.4% and 25.0% (combined Full Free and Half Free Tuition scholarship for these 2 school years.

Table 3

Cohorts' Type of Scholarship Availed

Type of Scholarship	2018-2019		2019-2020		Total	
	f	%	f	%	f	%
Full Free Tuition	13	12.5	4	5.3	17	9.44
Half Free Tuition	29	27.9	15	19.7	44	24.44
One-Third Free Tuition	62	59.6	57	75	119	66.12
Total	104	100	76	100	180	100.0

Cohorts' Status of Scholarship through the Years

Tables 4 and 5 present the status of scholarship of the cohorts for those who started their scholarship during school year 2018 - 2019 and is presented until their graduation or for 4 (four) years and those for school year 2019 - 2020 and is presented until their third year in college.

Also, Table 4 presents the data of the cohorts' status of scholarship through the years until their graduation. They were the first batch of scholars after the implementation of the K-12 program and have spent the last 2 (two) years of their college years having full online classes due to the pandemic. It could be seen in the data that 70.2% and 51.0% were able to maintain their scholarships at the end of the First and Second Semesters

respectively of their Freshmen year; 42.3% and 41.3% were able to maintain it at the end of the First and Second Semesters respectively of their Sophomore year; while during their third year (the first year of having online classes), 34.6% and 33.7% were able to maintain their scholarship during the First and Second Semesters of School Year 2020- 2021 respectively, and in their senior year, 30.8% were able to maintain it during the First Semester and a little over 1/10 (13.5%) were able to maintain it until their graduation. This result is in consonance with the findings of Java (2014) in her study about the entrance scholars wherein a little over 1/10 were able to finish their college education still with scholarship.

Table 4
Cohort's Status of Scholarship through the Years for Those Who Started SY 2018 - 2019

Scholarship Status	School Year 2018-2019				School Year 2019-2020				School Year 2020-2021				School Year 2021-2022			
	1 st sem		2 nd sem		1 st sem		2 nd sem		1 st sem		2 nd sem		1 st sem		2 nd sem	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Maintained	73	70.2	53	51.0	44	42.3	43	41.3	36	34.6	35	33.7	32	30.8	14	13.5
Disqualified	31	29.8	51	49.0	60	57.7	61	58.7	68	65.4	69	68.3	72	69.2	90	86.5
Total	104	100.0	104	100.0												

Table 5 shows the status of the cohorts from the end of the First Semester of School Year 2019 - 2020, the start of their scholarship. It could be seen from the data that 59.2% and 51.3% respectively were able to maintain it at the end of the First and Second Semesters of that school year. During their second year, 38.2% and

34.2% respectively were able to maintain it during the First and Second Semesters of School Year 2020-2021 and in their third year, only 32.9% and 31.6% were able to maintain their scholarship for the First and Second Semesters respectively. It could be implied from the data, that less than one- third of the scholars could

maintain their scholarship in their third year in college.

Table 5
Cohorts' Status of Scholarship through the Years for Those Who Started SY 2019 - 2020

Scholarship Status	School Year 2019-2020				School Year 2020-2021				School Year 2021-2022			
	1 st sem		2 nd sem		1 st sem		2 nd sem		1 st sem		2 nd sem	
	f	%	f	%	f	%	f	%	f	%	f	%
Maintained	45	59.2	39	51.3	29	38.2	26	34.2	25	32.9	24	31.6
Disqualified	31	40.8	37	48.7	47	61.8	50	65.8	51	67.1	52	68.4
Total	76	100.0	76	100.0	76	100.0	76	100.0	76	100.0	76	100.0

Differences in the Cohorts' Status of Scholarship According to their Personal and Academic Variables

The differences in the cohorts' status of scholarship according to their personal and academic variables such as age, sex, college, year graduated, type of high school graduated from and place of origin, senior high school strand and honors received during senior high school graduation will be presented in Table 6 to Table 14.

Cohorts' Status of Scholarship according to Age

The distribution of the cohorts' status of scholarship for those who started their scholarship during SYs 2018 - 2019 and 2019 - 2020 showed that there were more scholars aged 17 years old and below who were able to maintain their scholarship compared to those aged 18 years old and above (82.4% and 61.2% vs 58.5% and 51.9%,

respectively). The analysis of variance between the two proportions of respondents who are either young or old who have maintained their scholarship (F-test = 7.444, p = 0.007) is significant at 5 percent level for those scholars who started during SY 2018 - 2019. This means that the tendency of the cohorts to maintain their status of scholarship is significantly associated to their age. The hypothesis which states that the personal characteristics of the cohorts such as age is significantly associated with the status of their scholarship found support in this study. This means that the age of the cohort has a bearing in his or her academic performance. Thus, the younger group (aged 17 years old and below) are more likely to have a better academic performance compared to the older group (aged 18 years old and above). The greater tendency of the respondents who belonged to the younger group to have a much better

academic performance may be explained by the notion that younger persons are still being monitored and supervised by their parents in their studies. However, this is not true with the

two proportions of respondents who are either young or old who have maintained their scholarship during SY 2019- 2020 (F-test = 0.616, p = 0. 435).

Table 6
Distribution of the Cohorts' Status of Scholarship according to their Age

Status of Scholarship	Age											
	SY 2018-2019						SY 2019-2020					
	17 years old and below		18 years old and above		Total		17 years old and below		18 years old and above		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Maintained	42	82.4	31	58.5	73	70.2	30	61.2	14	51.9	44	57.9
Disqualified	9	17.6	22	41.5	31	29.8	19	38.8	13	48.1	32	42.1
Total	51	100.0	53	100.0	104	100.0	49	100.0	27	100.0	76	100.0

Mean 1.38 1.43 1.40 1.49 1.45 1.47
 f-test = 7.444 Sig = (2 tailed) 0.007* f-test = 0.616 Sig = (2 tailed) = 0.435
 (N = 104) (N = 76)
 p > .05 significant at .05 alpha p > .05 not significant at .05 alpha

Cohorts' Status of Scholarship according to Sex

The distribution of the cohorts' status of scholarship by sex showed that the analysis of variance between the two proportions of respondents who are females and males who have maintained their scholarship (F-test = 9.519, p = 0.003) is significant at 5 percent level for those who started their scholarship during SY 2018- 2019 but not significant for those who started their scholarship during SY 2019 - 2020 (F-test = 0.022, p = 0. 883). This means that the tendency of the cohorts to maintain their status of scholarship is significantly associated to their sex. The hypothesis

which states that the personal characteristics of the cohorts such as sex is significantly associated with the status of their scholarship found support in this study. This means that the sex of the cohort has a bearing in his or her academic performance. Thus, the female group of the cohorts are more likely to have a better academic performance compared to the males. The greater tendency of the respondents who belonged to the female group to have a much better academic performance may be explained by the notion that females are more studious, serious and focused in their studies.

Table 7

Distribution of the Cohorts' Status of Scholarship according to Sex

Status of Scholarship	Sex											
	SY 2018-2019						SY 2019-2020					
	Male		Female		Total		Male		Female		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Maintained	18	51.4	55	79.7	73	70.2	9	56.2	35	58.3	44	57.9
Disqualified	17	48.6	14	20.3	31	29.8	7	43.8	25	41.7	32	42.1
Total	35	100.0	69	100.0	104	100.0	16	100.0	60	100.0	76	100.0
	1.51	1.49	1.37		1.43		1.51	1.47		1.49		
	f-test = 9.519		Sig = (2 tailed) 0.003*				f-test = 0.022		Sig = (2 tailed) = 0.883			
	p > .05 significant ata.05 alpha						p > .05 not significant at .05 alpha					

Cohorts' Status of Scholarship according to College Enrolled In

The distribution of the cohorts' status of scholarship according to the college they enrolled in showed that there is quite a disparity for both scholars who started their scholarship during SY 2018 - 2019 and 2019 - 2020. However, the analysis of variance between the two proportions of respondents for those who started their scholarship during SY 2018 - 2029 (F-test = 9.749, p = 0.000) is significant at 5 percent level while for those who started during SY 2019 - 2020 (F-test = 0.679, p = 0.667) is not significant. This means that the status of scholarship of the cohorts is significantly associated to

the college enrolled in by the cohorts. The hypothesis which states that the personal characteristics of the cohorts such as college enrolled in is significantly associated with the status of their scholarship found support in this study. This means that the college enrolled in by the cohort has a bearing in his or her academic performance. Thus, it could be deduced that those cohorts enrolled in the College of Business and Accountancy may have a greater tendency to have high academic performance as well as may have a better chance of maintaining their scholarship compared to those enrolled in other colleges. This is found in Tables 8a and 8b respectively.

Table 8a

Distribution of the Cohorts' Status of Scholarship for SY 2018- 2019 according to College Enrolled in

Status of Scholarship	College															
	CCS/CoEd		CAS		CBA		CMLS		CoEng		CoN		CoPhar/CoMed		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Maintained	2	66.7	4	66.7	39	97.5	1	50.0	13	35.1	10	83.3	4	100.0	73	70.2
Disqualified	1	33.3	2	33.3	1	2.5	1	50.0	24	64.9	2	16.7	0	0.0	31	29.8
Total	3	100.0	6	100.0	40	100.0	2	100.0	37	100.0	12	100.0	4	100.0	104	100.0
Mean	1.36		1.46		1.30		1.61		1.57		1.47		1.34		1.44	
	f-test= 9.749 Sig. =0.000*															
	* p < .05 significant at .05 alpha															

Table 8b

Distribution of the Cohorts' Status of Scholarship for SY 2019- 2020 according to College Enrolled in

Status of Scholarship	College															
	CCS/CoEd		CAS		CBA		CMLS		CoEng		CoN		CoPhar/CoMed		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Maintained	2	100.0	6	66.7	18	64.3	3	60.0	9	42.9	5	55.6	1	50.0	44	57.9
Disqualified	0	0.0	3	33.3	10	35.7	2	40.0	12	57.1	4	44.4	1	50.0	32	42.1
Total	2	100.0	9	100.0	28	100.0	5	100.0	21	100.0	9	100.0	2	100.0	76	100.0
Mean	1.44		1.48		1.31		1.80		1.57		1.60		1.64		1.55	
	f-test= 0.679 Sig. =0.667															

Cohorts' Status of Scholarship according to School Year Scholarship Was Availed

The distribution of the cohorts' status of scholarship according to the year they started on the scholarship showed that there is a disparity between the proportions of those scholars who started their scholarships in 2018 (70.2%) and those who started their scholarships in 2019 (57.9%). It follows that the mean GPAs of those started in 2018 is a little bit higher than those who started in 2019 (1.40 vs. 1.48).

The analysis of variance between the two proportions of respondents (F-test = 2.934, p = 0.088) is not significant at 5 percent level. This means that the status of scholarship of the cohorts is not significantly associated to the year they started their scholarships, whether it is 2018 or 2019. The hypothesis which states that the personal characteristics of the cohorts such as the year they started their scholarships is not significantly associated with the status of their scholarship did not find support in this study. This means that the year the

cohort started his or her scholarship has no bearing in his or her academic performance. Thus, regardless whether the cohort started their scholarship in 2018 or 2019, they may have a greater

tendency to have high academic performance as well as may have a better chance of maintaining their scholarship. This data is found in Table 9.

Table 9
Distribution of the Cohorts' Status of Scholarship according to Year Scholarship Started

Status of Scholarship	Year Scholarship Started					
	2018		2019		Total	
	f	%	f	%	f	%
Maintained	73	70.2	44	57.9	117	65.0
Disqualified	31	29.8	32	42.1	63	35.0
Total	104	100.0	76	100.0	180	100.0
Mean	1.40		1.48		1.44	

f-test = 2.934 Sig. (2-tailed) = 0.088

Cohorts' Status of Scholarship according to Type of High School Graduated from

The distribution of the cohorts' status of scholarship for those who started their scholarship during SY 2018 - 2019 according to type of high school graduated from showed that there are a little bit more scholars who graduated from public senior high schools as compared to private senior high schools and state colleges and universities (73.6% vs 71.4% and 64.9%, respectively). However, for their mean GPAs, those who graduated from private senior high schools have a slightly higher mean GPAs compared to those who graduated from public senior high schools and state colleges and universities (1.35 vs 1.42 and 1.42, respectively). The analysis of variance between the two proportions of

respondents (F-test = 0.393, p = 0.676) is not significant at 5 percent level. This means that the status of scholarship of the cohorts is not significantly associated to the type of the senior high school where they graduated from. The hypothesis which states that the personal characteristics of the cohorts such as the type of senior high school graduated from is significantly associated with the status of their scholarship did not find support in this study. This means that the type of senior high school graduated from by the cohort has no bearing in his or her academic performance. Irrespective of the type of senior high school graduated from by the cohort, whether he or she graduated, from public senior high school, private senior high school or state college and

university, he or she may be able to maintain his/her scholarship.

Table 10
Distribution of the Cohorts' Status of Scholarship according to Type of Senior High School Graduated From

Status of Scholarship	For SY 2018-2019								For SY 2019-2020							
	Type of Senior High School Graduated From								Type of Senior High School Graduated From							
	Public SHS		Private SHS		State Col/Univ		Total		Public SHS		Private SHS		State Col/Univ		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Maintained	39	73.6	10	71.4	24	64.9	73	70.2	20	64.5	6	100.0	18	46.2	44	57.9
Disqualified	14	26.4	4	28.6	13	35.1	31	29.8	11	35.5	0	0.0	21	53.8	32	42.1
Total	53	100.0	14	100.0	37	100.0	104	100.0	31	100.0	6	100.0	39	100.0	76	100.0
Mean	1.41		1.35		1.42		1.39		1.51		1.44		1.46		1.47	
	f-test = 0.393				Sig = 0.676				f-test = 3.777				Sig = 0.027*			
	p > .05 not significant at .05 alpha															
									p > .05 significant at .05 alpha							

Cohorts' Status of Scholarship according to Place of Origin

The distribution of the cohorts' status of scholarship for those who started their scholarship during SY 2018 - 2019 by place of origin showed that there are only 3 (100.0%) scholars who were able to qualify and maintain their scholarship who came from a barangay while there are slightly higher percentage of those who came from the towns (71.2%) as compared to those who came from the cities (67.3%). However, there is only a little disparity in their mean GPAs (1.42, 1.38 and 1.43 respectively). The distribution of the cohorts' status of scholarship for those who started their scholarship during SY 2019 - 2020 according to type of high school graduated from showed that all the scholars who graduated from private senior high schools (100.0%) were able to maintain their scholarships as compared to those who graduated from public senior high schools (64.5%) and

state colleges and universities (946.2%). It follows that the mean GPAs of those who graduated from private senior high schools are a little higher compared with those who graduated from either public senior high schools or state colleges and universities (1.44 vs 1.51 and 1.46 respectively). The analysis of variance between the two proportions of respondents (F-test = 3.777, p = 0.027) is significant at 5 percent level. This means that the status of scholarship of the cohorts is significantly associated to the type of senior high school they graduated from. The hypothesis which states that the personal characteristics of the cohorts such as type of senior high school attended is significantly associated with the status of their scholarship found support in this study. This means that the type of senior high school graduated from of the cohort has a bearing in his or her academic performance. Thus, those who graduated from private senior high schools may

have a greater tendency to have high academic performance as well as may have a better chance of maintaining their scholarship. This result simply supports the notion that good or quality education

is being offered in private schools which is the primary factor in the selection of schools for parents who could afford in sending their children to school. This data is presented in Table 11.

Table 11
Distribution of the Cohorts' Status of Scholarship according to Place of Origin

Status of Scholarship	For SY 2018-2019							For SY 2019-2020								
	Place of Origin							Place of Origin								
	City		Town		Barangay		Total	City		Town		Barangay		Total		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
Maintained	33	67.3	37	71.2	3	100.0	73	70.2	21	45.7	22	75.9	1	100.0	44	57.9
Disqualified	16	32.7	15	28.8	0	0.0	31	29.8	25	54.3	7	24.1	0	0.0	32	42.1
Total	49	100.0	52	100.0	3	100.0	104	100.0	46	100.0	29	100.0	1	100.0	76	100.0
Mean	1.43		1.38		1.42		1.41	1.45		1.52		1.60		1.52		
	f-test = 0.732				Sig = 0.483				f-test = 3.935				Sig = 0.024*			
	p < .05 not significant at .05 alpha															
	p < .05 significant at .05 alpha															

Cohorts' Status of Scholarship according to Senior High School Strand

The distribution of the cohorts' status of scholarship according to senior high school strand for those who started their scholarship during SY 2018 - 2019 showed that there is somewhat a big disparity of those scholars who were able to maintain their scholarships depending upon their SHS strands (96.9% for those who have ABM strand, 73.7 % for those in the combined HUMSS/TVL/GAS strands and 52.8% for those in the STEM strand). Their mean GPAs also follow (1.29, 1.45 and 1.48 respectively).

Meanwhile, the distribution of the cohorts' status of scholarship for those who started their scholarship during SY 2019 - 2020 showed also that there is somewhat a big disparity of those scholars who were able to maintain their scholarships depending upon their SHS strands (65.2% for those who have ABM

strand, 83.3 % for those in the combined HUMSS/TVL/GAS strands and 46.3% for those in the STEM strand). Their mean GPAs also follow (1.27, 1.55 and 1.59 respectively). However, the analysis of variance between the two proportions of respondents (F-test = 11.025, p = 0.000) is significant at 5 percent level. This means that the status of scholarship of the cohorts is significantly associated to the SHS strand that they had enrolled in in SHS. The hypothesis which states that the personal characteristics of the cohorts such as strand in SHS enrolled in is significantly associated with the status of their scholarship found support in this study. This means that the strand in SHS of the cohort has a bearing in his or her academic performance. Thus, those entrance scholars who had ABM strand may have a greater tendency to maintain the status of their scholarship.

Table 12
Distribution of the Cohorts' Status of Scholarship according to Senior High School Strand

Status of Scholarship	For SY 2018-2019								For SY 2019-2020							
	High School Strand								High School Strand							
	STEM		ABM		HUMS/TVL/G		Total		STEM		ABM		HUMS/TVL/G		Total	
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
Maintained	28	52.8	31	96.9	14	73.7	73	70.2	19	46.3	15	65.2	10	83.3	44	57.9
Disqualified	25	47.2	1	3.1	5	26.3	31	29.8	22	53.7	8	34.8	2	16.7	32	42.1
Total	53	100.0	32	100.0	19	100.0	104	100.0	41	100.0	23	100.0	12	100.0	76	100.0
Mean	1.48		1.29		1.45		1.41	1.59		1.27		1.55		1.47		
	f-test = 11.025				Sig = 0.000*				f-test = 3.093				Sig = 0.051*			
	p < .05 significant at .05 alpha								p < .05 significant at .05 alpha							

Cohorts' Status of Scholarship according to Honors Received during SHS Graduation

The distribution of the cohorts' status of scholarship by senior high school honors received of the cohorts for those who started their scholarship during SY 2018 - 2019 showed that there is some disparity in the number of scholars who have maintained their scholarship based on their SHS honors received (with highest honors = 100.0%; with high honors = 77.4%, and with honors = 55.8%). Their mean GPAs also show a slight disparity (1.37, 1.38, and 1.45 respectively). The analysis of variance between the two proportions of respondents (F-test = 4.753, p = 0.011) is significant at 5 percent level. This means that the status of scholarship of the cohorts is significantly associated to the honors they received during their senior high school. The hypothesis which states that the personal characteristics of the cohorts such as honors received senior high school is significantly associated with the status of their scholarship found support in this study.

This means that the honors received during senior high school of the cohort has a bearing in his or her academic performance. Thus, those who received with highest honors during their senior high school may have a greater tendency to maintain their scholarship status.

For those cohorts who started their scholarship during SY 2019 - 2020 the data showed that there is a big disparity in the number of scholars who have maintained their scholarship based on their SHS honors received, especially between those who graduated with highest honors = 100.0% as compared to those who graduated with high honors = 55.8%, and with honors = 56.7% respectively. Moreover, their mean GPAs also showed a disparity wherein the GPAs of those who graduated with highest honors (1.11) as compared with those who graduated with high honors (1.44), and with honors (1.55) respectively. Moreover, the analysis of variance between the two proportions of respondents (F-test = 1.127, p = 0.330) is not significant at 5 percent level.

Table 13
Distribution of the Cohorts' Status of Scholarship according to Senior High School Honors Received

Status of Scholarship	For SY 2018-2019								For SY 2019-2020							
	Senior High School Honors Received								Senior High School Honors Received							
	Highest Honors		High Honors		With Honors		Total		Highest Honors		High Honors		With Honors		Total	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Maintained	8	100.0	41	77.4	24	55.8	73	70.2	3	100.0	24	55.8	17	56.7	44	57.9
Disqualified	0	0.0	12	22.6	19	44.2	31	29.8	0	0.0	19	44.2	13	43.3	32	42.1
Total	8	100.0	53	100.0	43	100.0	104	100.0	3	100.0	43	100.0	30	100.0	76	100.0
Mean	1.37		1.38		1.45		1.40		1.11		1.44		1.55		1.37	
	f-test = 11.025				Sig = 0.000*				f-test = 3.093				Sig = 0.051*			
	p < .05 significant at .05 alpha								p < .05 not significant at .05 alpha							

Cohorts' Status of Scholarship according to Type of Scholarship Availed

The distribution of the cohorts' status of scholarship for those who started their scholarship during SY 2018 - 2019 and SY 2019-2020 according to type of scholarship availed showed that there is no big difference in the numbers of the scholars who have availed of the Free Tuition scholarships and those who availed of the Half Free and 1/3 Free Tuition scholarships. As for their mean GPAs, it could be seen that those who enjoyed Free Tuition scholarships have a slightly higher mean GPAs compared to those who availed of Half Free and 1/3 Free Tuition scholarships. The analysis of variance between the two proportions of respondents (F-test = 0.672, p = 0.513 and F-test = 0.146, p = 0.865 respectively) is not significant at 5

percent level. This means that the status of scholarship of the cohorts is not significantly associated to the type of scholarships availed, be it Full Free Tuition, Half Free Tuition or 1/3 Free Tuition scholarship privileges. The hypothesis which states that the personal characteristics of the cohorts such as type of scholarship availed by the cohorts is significantly associated with the status of their scholarship did not find support in this study. This means that the type of scholarship availed of the cohort has no bearing in his or her academic performance. Thus, regardless of the type of scholarships availed by the scholars, they may have a greater tendency to have high academic performance as well as may have a better chance of maintaining their scholarships.

Table 14
Distribution of the Cohorts' Status of Scholarship according to Type of Scholarship Availed

Status of Scholarship	For SY 2018-2019							For SY 2019-2020								
	Type of Scholarship Availed							Type of Scholarship Availed								
	Free Tuition		½ Free Tuition		⅓ Free tuition		Total	Free Tuition		½ Free Tuition		⅓ Free tuition		Total		
f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
Maintained	10	76.9	18	62.1	45	72.6	73	70.2	2	50.0	8	53.3	34	59.6	44	57.9
Disqualified	3	23.1	11	37.9	17	27.4	31	29.8	2	50.0	7	46.7	23	40.4	32	42.1
Total	13	100.0	29	100.0	62	100.0	104	100.0	4	100.0	15	100.0	57	100.0	76	100.0
Mean	1.37		1.45		1.39		1.40	1.39		1.49		1.48		1.45		
f-test = 0.672 Sig = 0.513							f-test = 0.146 Sig = 0.865									
p < .05 not significant at .05 alpha							p < .05 not significant at .05 alpha									

ANALYSIS OF QUALITATIVE DATA

The qualitative data gathered through an FGD conducted among the university entrance scholars present the issues and challenges they experienced as entrance scholars; their needs to address these identified issues and challenges, and their recommendations to improve the scholarship program of the university based on their experiences during the pre- pandemic times and during the pandemic times.

A.) Issues and Challenges Experienced as University Scholars

When asked about the issues and challenges they experienced as university scholars the themes they identified are as follows: very stringent grade retention policy and the challenge of online learning due to poor internet connectivity and limited financial resources. They expressed how hard it was for them to cope with their learning due to the pandemic. Their retention of knowledge was being challenged

especially because everything was fast tracked. It was difficult for them to grasp their lessons and to budget their time. They were also concerned about distractions during the conduct of their online class.

B). Needs to Address the Experienced Issues and Challenges as Scholars

When the scholars were asked as to what were their needs in order to address their experienced issues and challenges, the common themes that came out were as follows: (1) Giving their best and studying hard as well as coming up with good study habits; (2) Prioritizing academics and giving time for their mental health; and (3) Giving their best, having self-discipline and focusing on their studies.

C) Recommendation to Improve the Scholarship Program of the University

When the scholars were asked for their recommendations as to what or how to improve the scholarship program of the university, the following themes arose: to lower the over- all maintaining

grade point average per semester; to lower the cut-off grade per subject; to lower the grade requirement per subject for those with book allowance; to be given another chance if they had missed to meet the required grade point average or grade cut-off per subject.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. Majority of the scholars belonged to the younger group with mean age of 17.45 years old, females, enrolled in the College of Business and Accountancy, finished senior high school from a public school, had STEM as a strand in senior high school, came from the towns, graduated with high honors with general average that ranged from 94.0 % - 97.0%, availed the 1/3 Free Tuition entrance scholarships and could not maintain their scholarships until graduation.

2. The analysis of variance between the two proportions of respondents based on their personal characteristics such as age, sex, senior high school honors received and college enrolled in who have maintained their scholarship for those who started their scholarship during SY 2018-2019 (F-test = 7.444, $p = 0.007$ for age; F-test = 9.519, $p = 0.003$ for sex; F-test = 4.753, $p = 0.011$; for senior high school honors received;

and F-test = 9.749, $p = 0.000$ for college enrolled in) are significant at 5 percent level. This means that the tendency of the cohorts to maintain their status of scholarship is are significantly associated to their age, sex, senior high school honors received and college enrolled in. The hypothesis which states that the personal characteristics of the cohorts such as age, sex, senior high school honors received and college enrolled in is significantly associated with the status of their scholarship found support in this study. This means that the age, sex, senior high school honors received and college enrolled in of the cohort has a bearing in his or her academic performance. Thus, the younger group (aged 17 years old and below) of the cohorts are more likely to have a better academic performance compared to the older group (aged 18 years old and above); the female group of the cohorts are more likely to have a better academic performance compared to the males; those who received with highest honors during their senior high

school may have a greater tendency to maintain their scholarship status and it could be deduced that those cohorts enrolled in the College of Business and Accountancy may have a greater tendency to have high academic performance as well as may have a better chance of maintaining their scholarship compared to those enrolled in other colleges.

3. For those scholars who started their scholarships during SY 2019-2020, the analysis of variance between the two proportions of respondents according to the type of senior high school graduated from (F-test = 3.777, $p = 0.027$); and their place of origin (F-test = 3.935, $p = 0.024$) are significant at 5 percent level. This means that the status of scholarship of the cohorts is significantly associated to the type of senior high school they graduated from and their place of origin. The hypothesis which states that the personal characteristics of the cohorts such as type of senior high school graduated from and place of origin by the cohorts are significantly associated with the status of their scholarship found support in this study. Thus, those who graduated from private senior high schools and those coming from the city may have a greater tendency to have higher mean GPAs and greater tendency of maintaining their scholarship. This result simply supports the notion that good or quality education is being offered in private and city schools which is the primary factor in the selection of schools

for parents who could afford in sending their children to school.

4. The analysis of variance between the two proportions of respondents according to their SHS strand and those who started their scholarship during SY 2018 - 2019 (F-test = 11.025, $p = 0.000$) and those who started their scholarship during SY 2019-2020 (F-test = 3.093, $p = 0.051$) is significant at 5 percent level. This means that the status of scholarship of the cohorts is significantly associated to the SHS strand that they had enrolled in in SHS. The hypothesis which states that the personal characteristics of the cohorts such as strand in SHS enrolled in is significantly associated with the status of their scholarship found support in this study. This means that the strand in SHS of the cohort has a bearing in his or her academic performance.

Thus, those entrance scholars who had ABM strand may have a greater tendency to maintain the status of their scholarship.

5. The analysis of variance between the two proportions of respondents according to type of scholarships availed for those who started their scholarships during SY 2018-2019 and SY 2019 - 2020 (F-test = 0.672, $p = 0.513$; F-test = 0.146, $p = 0.865$ respectively); and for those who started their scholarships during SY 2018 - 2019 and SY 2019-2020 respectively (F-test = 2.934, $p = 0.088$) are not significant at 5 percent level. The hypothesis which states that

the personal characteristics of the cohorts such as type of scholarship availed by the cohorts and school year started are significantly associated with the status of their scholarship did not find support in this study. This means that the type of scholarship availed of the cohort and the school year they availed of the scholarship has no bearing in his or her academic performance. Thus, regardless of the type of scholarships availed by the scholars and school year started, they may have a greater tendency to have high academic performance as well as may have a better chance of maintaining their scholarships.

6. The major issues faced by the scholars were: very stringent grade retention policy and the challenge of online learning due to poor internet connectivity. Giving their best and studying hard as well as maintaining open communication according to them could help address these challenges. Moreover, lowering the over-all maintaining grade point average and cut-off grade per subject per semester are among the major recommendations they had made about the scholarship program of the university.

Recommendations

Based on the findings and conclusions of the study, the following are hereby recommended:

1. The CPU Administration shall take a look into the suggestions and recommendations made by the scholars during their FGD on how to improve the scholarship program of the University such as to lower the over-all maintaining grade point average per semester; to lower the cut-off grade per subject; to lower the grade requirement per subject for those with book allowance to name a few.

2. Another study may be conducted when the time is already normal so that the real picture of the scholars' performance could be captured and could be used as a gauge of the revisions of guidelines of the entrance scholarship program.

3. Studies regarding the other scholarship programs offered by the university may be studied also, like the sports and athletics, faculty and staff dependents, CPBC and IMH dependents, and others which could also serve as an objective review of the guidelines set forth in these different scholarship and grants in aid programs of the university.

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