

โครงการทุนการศึกษา La Castellana: ผลกระทบต่อผลประโยชน์การ

จ้างงานและชีวิตทางเศรษฐกิจ

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บทคัดย่อ

งานวิจัยเชิงพรรณานี้ได้ศึกษาผลกระทบต่อชีวิตบัณฑิตที่ได้รับทุนจากโครงการทุนการศึกษา LGU CARES ของเมือง La Castellana โดยใช้วิธีวิจัยทั้งเชิงปริมาณและเชิงคุณภาพแบบปรากฏการณ์วิทยา มีการสัมภาษณ์แบบเชิงลึกเพื่อสนับสนุนข้อมูลที่ได้จากการทำแบบสอบถามของกลุ่มตัวอย่าง 148 คนที่ได้รับทุนการศึกษา LGU CARES ปี ค.ศ. 2011 ถึง 2014 ผลการศึกษาพบว่าผู้ที่ได้รับทุนดังกล่าวส่วนใหญ่มากจากครอบครัวขนาดใหญ่ฐานะยากจน และทันทีหลังสำเร็จการศึกษาจากมหาวิทยาลัย พวกเขาได้รับการว่าจ้างในสถานประกอบการต่าง ๆ ทั้งในภาครัฐและเอกชน ทั้งในภูมิภาคและจังหวัดต่าง ๆ ทั่วประเทศ โดยส่วนใหญ่มีความพึงพอใจในระดับสูงต่อโครงการทุนการศึกษา LGU CARES ในแง่ของการศึกษาเล่าเรียนฟรีช่วงระยะเวลาการแบ่งจ่ายทุน ช่องทางเกี่ยวกับอาชีพ ตลอดจนตัวเลือกสถานประกอบการศึกษา หลังจากได้งานทำ บัณฑิตที่ได้รับทุนดังกล่าวมีชีวิตที่ดีขึ้นรอบด้านทั้งในส่วนบุคคล สังคม และอาชีพการงาน ซึ่งผลกระทบดังกล่าวอาจแบ่งออกได้เป็น 9 ด้าน ได้แก่ ภาวะความเป็นอยู่ทางเศรษฐกิจ รูปแบบการใช้ชีวิต ความเชื่อมั่นในตนเอง ความมีคุณธรรม ความสามารถในการแข่งขัน ความสัมพันธ์ต่อคนรอบข้าง ความเกี่ยวข้องกับชุมชน การพัฒนาตัวเอง และการเติบโตทางอาชีพการงานที่ดีขึ้น ผลกระทบทั้ง 9 ด้านนี้ช่วยให้ชีวิตพวกเขาเปลี่ยนแปลงไปอย่างมาก โดยความเปลี่ยนแปลงที่ดีขึ้นด้านภาวะความเป็นอยู่ทางเศรษฐกิจและรูปแบบการใช้ชีวิตถือเป็นปัจจัยสำคัญที่ส่งผลกระทบต่อฐานะทางเศรษฐกิจของบัณฑิตดังกล่าว

คำสำคัญ: โครงการทุนการศึกษา ผลกระทบต่อการจ้างงาน ภาวะความเป็นอยู่ทางเศรษฐกิจ ผู้ได้รับผลประโยชน์

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La Castellana Scholarship Program: Its Impact to Beneficiaries’ Employment and Economic Lives

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Abstract

This descriptive research investigated the impact of the LGU CARES scholarship program of the Municipality of La Castellana on the lives of graduate scholars. It utilized both quantitative and qualitative techniques using phenomenology approach. An in-depth interview was used to supplement the data gathered from survey questionnaires conducted to 148 respondents who were CARES scholarship grantees from year 2011 to 2014. Findings revealed that most of the LGU scholars belong to big and poor families with income below the poverty line. They have earned a job right after they graduated from College and were employed in government, non-government, and private agencies not only in the locality but also to different places in the country. Majority of the program beneficiaries have high level of satisfaction to the CARES scholarship program in terms of free tuition, timeliness of release of funding support, choice of career given and preferred school of choice. The improvements gained by scholars after employment as beneficiaries of the LGU CARES program were felt in the areas of personal, social, economic and professional benefits. In terms of its impact to the life of the scholars, nine major themes emerged: improvement of economic living condition, life style, self-confidence, better person, competitiveness, camaraderie to everyone, exposure to community, self-improvement, and professional growth. These themes explained the fullness of change that happened to the individual’s life. Improvement of economic living conditions and life-style were found to be the major impact on the economic status of the graduate scholars.

Keywords: Scholarship Program, Impact to Employment, Economic Living Condition, Beneficiaries

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Introduction

The College Assistance for Relevant Education System known as **CARES** Scholarship Program of the Municipality of La Castellana was realized from the dream of the Local Chief Executive that “every family especially the poor have at least one professional” (Nicor, 2014) hence, the Local Government Unit (LGU) offered a scholarship program for the poor but deserving students of La Castellana. This move of the local government aims to address the number one unmet need of the community which is the family income below poverty threshold level. Many poor families in the locality cannot afford to send their children to tertiary schools and the program is part of the administration flagship agenda in reducing the number of out-of-school youth in the locality, lessen illiteracy rate and alleviate the economic living condition of less privileged families.

Funded by the Municipal Government of La Castellana, the said Scholarship Program was implemented to recognize and realize the aspiration of the indigent but deserving applicants of the Municipality who wanted to pursue their college education. To strengthen and sustain the program, an ordinance was institutionalized through a Municipal Ordinance No. 2014-03 supporting and encouraging poor but deserving students to pursue and finish their studies and help them realize their aspirations for a better future and enhance the family’s economic well-being.

Looking into the good benefits received by recipients of this program however, no accurate information and complete record is available for the local government unit to gauge its impact and future decisions. Hence, this research aimed to investigate the impact of La Castellana Scholarship Program on the beneficiaries’ employment and economic living condition.

Objectives

This study focused on the La Castellana scholarship program and its impact to beneficiaries’ employment and economic living condition. Specifically, this study, sought to find answer to the following questions:

1. What is the demographic profile of the LGU scholars when grouped according to:
 - a) age, b) gender, c) civil status, d) family income, e) parents’ occupation, f) parent educational attainment, g) family size, h) year graduated, i) course Degree Earned
2. What is the employment status of the LGU scholars when categorized according to:
 - a) Employed; a.1. Waiting time before employment; a.2. Salary level, a.3. Agency Classification
 - a.3.1. Government, a.3.2. Private sector, a.3.3. Non-Government Organization;
 - a.4. Type of Employment; a.4.1. Permanent, a.4.2. Temporary, a.4.3. Casual, a.4.4. Contractual;
 - a.5. Specialization
 - b) Self-Employed; b.1. Monthly income,
 - c) Underemployed; c.1. Monthly income
 - d) Unemployed; d.1. Reason/s for unemployment
3. What is the satisfaction level of the LGU scholars on the CARES scholarship grant in terms of:
 - a) Benefits, b) Transportation, c) Timeliness in the release of funding support,
 - d) Career Choice offered by the scholarship program, e) School preference given to scholars
4. What are the improvements gained by LGU scholars on their economic living condition through employment?

Theoretical and Conceptual Framework. This study was anchored on the Human Capital theory developed by Gary Becker (2008). This theory teaches that the augmentation and erosion of human capital involve education, training, health care, many other means to improve knowledge and health of a population as well as accumulated work and other habits, including harmful addictions. There are costs and benefits from augmenting or eroding human capital and that the process of investing or disinvesting in human capital often alters the very nature of person. Training may change a lifestyle from one of perennial unemployment to one with stable and good earning, or accumulated drinking may destroy a career, health and even the capacity to think straight. Human Capital theory provides many useful reformations in the field of education such as effective training in changing human capacities; health to prevent premature mortality and disabilities, alcoholism and substance abuse; difference in private and social rates of returns from education and training thus, reducing private investment in education to the detriment of the society,

revealing a clear role for some level of public investment in education and training; human capital erosion which can constrict economic growth and low rates of economic growth which can constrict investments in education in vicious cycle. An opposite virtuous cycle is also possible, where human capital increase generates higher economic growth rates that are reinvested for further enhancements in human capital (Becker, 2008).

Article XIV, Section 1 of the 1987 Constitution of the Republic of the Philippines provides “The state shall protect and promote the right of all citizens to quality education at all levels, and shall take appropriate steps to make such education accessible to all.” Section 2 paragraph 3 states that a system of the scholarship grants, student loan programs, subsidies and other incentive which shall be available to deserving students in both public and private schools especially to the unprivileged shall be established and maintained. The government, in recognition of their complementary role in the educational system, may provide aid to the programs of private schools in the form of scholarships or loans from government financial institutions: Provided that such programs meet certain defined educational requirements and standards and contribute to the attainment of national development goals (Constitutional Commission, 1986).

In pure essence, the La Castellana scholarship program was granted because there were many poor families in the locality who cannot afford to send their children to tertiary schools and they believe that education can improve their economic well-being. Likewise, the program aims to help relieve identified poor but deserving students from worry about the financial burdens and focus on their studies. They dream to have a better way of living, to uplift self and family from poverty and be a part of the productive members of society. However, the lack of sufficient financial resources is usually not met and hampers poor students to pursue higher education.

For the students to avail of the College Assistance for Relevant Education System known as CARES Scholarship Program of the Local Government Unit (LGU) of the Municipality of La Castellana, Negros Occidental, Philippines, they must be residents of La Castellana, of good moral character, with an average grade of not less than 80% and not more than 30 years old at the time of application. Likewise, they must be poor but deserving students whose parents are receiving monthly income of not more than Php. 30, 000.00 and have the willingness and desire to finish their college education. With this program, the LGU provides them good opportunity to change their lives, helps them earn a degree, find a stable job and improve their way of living. Equipped with the degrees, the recipient scholars are hoped to gain employments that would become their bridge toward achieving positive impact to their personal, economic and social dimensions of their way of life. Figure 1 presents the schematic diagram showing the variables that were used in this study.

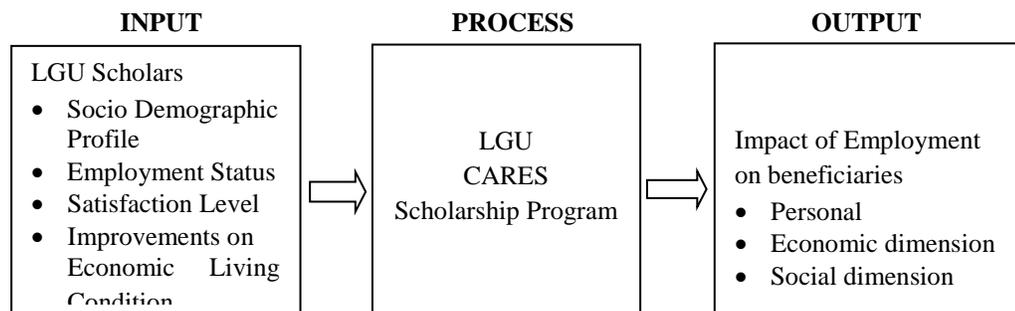


Figure 1. A Schematic Diagram Illustrating the Hypothesized Relationships between Variables

Methodology

Research Design. The study made use of a descriptive research design. It employed a combination of quantitative method using a survey questionnaire and qualitative technique using phenomenology approach by means of an in-depth interview to supplement the data gathered from survey questionnaires conducted to 148 respondents who were CARES scholarship grantees from year 2011 to

2014. Phenomenology primarily uses in-depth interviews lasting up to two hours with as many as 10 individuals (Creswell 2007).

Locale of the Study. The locale of the study are the 13 different barangays where the Local Government Scholars (LGU) known as CARES graduates from year 2011-2014 in the Municipality of La Castellana resides.

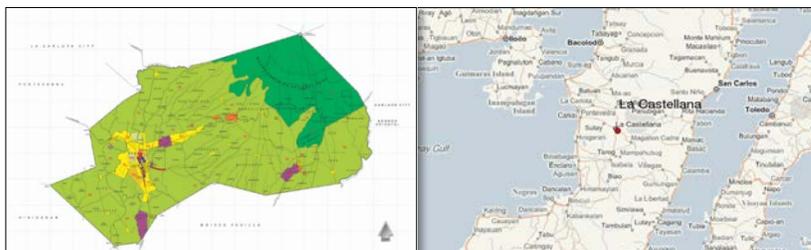


Figure 2. Map of Negros showing the Locale of the study

Participants of the Study. The participants of the study were the 148 graduate scholars of LGU scholarship program (CARES) from year 2011-2014 in the Municipality of La Castellana taken from the population of two hundred seventeen (217).

Sample Size and Sampling Technique. Simple random sampling technique was utilized in determining the actual participants of the study. The selection of sample size was done using the Slovin's formula (Pagoso and Montaña, 1985 as cited in Tejada et al, 2012). Table 1 presents the distribution.

Table 1. Number of Scholars and Sample Size Categorized according to the year they graduated.

Year Graduated	Number of Scholars (N)	Percentage (%)	Sample Size (n)
2011	20	9.22	13
2012	41	18.89	28
2013	73	33.64	51
2014	83	38.25	56
Total	217	100.00	148

The study likewise used purposive sampling in identifying the participants. The aim was to select information rich cases for in-depth study and to illuminate the questions under study (Patton & McMahon, 2001). It represents a group of different non-probability sampling techniques also known as judgmental, selective or subjective sampling. It relies on the judgment of the researchers when it comes to selecting the people, cases, events, pieces of data that are to be studied. Usually, the sample being investigated is quite small especially when compared with probability sampling techniques. "In qualitative studies, purposeful sampling provides an opportunity for a researcher to identify information-rich cases worthy of in-depth analysis by selecting them using a particular set of criteria to be determined by the researcher". In this particular study five scholars who came from very poor families were selected as subjects of the in-depth interview to provide their views on the contributions provided by LGU CARES program in their successful completion of the course and employment.

Data Analysis Procedure. The gathered data were subjected to the following statistical treatments: Frequency counts and percentages were used in determining the demographic profile and employment status of the LGU scholars. The satisfaction levels of the recipients of the scholarship grants in terms of different variables indicated were determined using the mean and standard deviation. To supplement the data on the improvements on the economic living condition through participants' employment, a qualitative method using personal interview was employed. This was done through the use of an interview guide to solicit personal views and experiences of the beneficiaries. Methods of Analyzing Lived Experiences of scholars followed Moustakas' (1994) procedures utilizing In-depth Interviews, Reflective Insight, Epoch, Thematic Insights and Eidetic Insight. (Refer to Appendix A for the steps done in data analysis).

Results and Discussion

The Socio-Demographic Profile of Graduates CARES Scholars. As shown in Appendix Table 1, majority (56.1% or 83 out of 148 respondents) were young (23 years old and below). There are more female respondents (69.9%) than male (33.1%) and were unmarried (86.5%). Most of the respondents have fathers who were laborers (29.7%), farmers (28.4%) and drivers (8.1%). Moreover, 3.4% were vendors; barangay workers (2.7%), security guard and teacher (1.4%) handler, technician and plumber (.7%). This finding is in consonance with the Community Driven Development Report of the World Bank (2010) stating that “This was within the normal trend of the typical rural livelihood activities”.

In terms of the mothers’ occupation, many (50%) were housekeepers, laborers (12.8%); vendors (6.1%); farmers (5.4%); 2.7% barangay workers; and 1 or .7% was dress maker, teacher, and photographer. while 4.7% were deceased. Their educational attainment were high school graduates (33.8%), elementary graduates (14.9%), high school level (12.8%) elementary level (7.4%) while 2.7% were college graduates and 2% completed vocational courses.

Most of the respondents’ Fathers (24.3%) are high school graduates. This was followed closely by 18.9% elementary graduates; 12.2% elementary level; and 11.5% high school level. Moreover, 10.8% were college level; 5.4% were college graduate; and 2.7% completed vocational courses.

Family Income. Most of the respondents (64.9% or 96) belong to families whose income is considered low (P1,000 to P6,000). This was followed by 23.0% with average income (P6,001 to P12,000); while 4.7% belong to high income bracket (more than 12,000). According to the 2009 official poverty statistics report of the National Statistics Coordination Board, a family of five members need to earn a monthly income of P7,017.00 to stay out of poverty. This information therefore revealed that most of the LGU scholars belong to poor families with income below the poverty line.

Family Size. Most of the families are predominantly composed of 6 to 10 members (71.6% or 106) which is considered more than the national average size of 5 (NSO census data, 2009) while 18.9% ranges from 5 members and below (small); and 4.1% or 6 have more than 10 family members (big). This implies that majority of the scholars are poor and belong to big families.

Year Graduated. A big number of scholars graduated in 2014 (56 or 37.8%); followed closely by 2013 (34.5%) while 18.9% graduated in 2012; and 8.8% or 13 graduated in 2011.

Course Degree Earned. Out of these graduates majority (29.7% or 44) are BSIT graduates followed by education graduates (BSED, 15.5% and BEED 12.8%) and 12.2% BSC graduates. Moreover, 4.1% or 6 were BSIS graduates; 3.4% BSAB and BSBA graduates; 2.0% were AB, AB History, BS ACCT, and BSA graduates; 1.4% graduated as AOA, BAS, CP, Electrical and Electronics graduates. The rest of the .7% or 1 graduated as AB ENGLISH, AIT, BSAS, BS CRIM, BSME, and HCS. This means that many of the participants graduated as Bachelor of Science in Information Technology considered as their course of choice.

Employment Status. Majority of the participants were employed (54.7%). There were however those who are unemployed (27.0%) and underemployed (16.9%). Only a small number (1.4%) were self-employed. This implies that majority of the scholars who availed of the LGU CARES scholarship program of the Municipality of La Castellana have earned a job right after they graduated from College. (Table 2 presents the information)

Table 2. Frequency and Percentage Distribution of the Participants’ Employment Status.

Employment Status	Frequency	Percentage
1. Employed	81	54.70
2. Unemployed	40	27.00
3. Underemployed	25	16.90
4. Self-employed	2	1.40
TOTAL	148	100.00

Profile of the Employed Scholars.

Waiting Time. The Length of time that majority of the employed scholars have to wait before employment is 1 year to less than 2 years waiting time. This was reflected by 25% or 37 out of 148 participants. This was followed by 18.9% of those who waited 1 to 6 months; 7.4% who waited 7 to 11 months. Moreover, 1.4% or 2 out of 148 participants waited less than a month and 2 years to less than 3 years; and the long period of waiting time was .7% or 1 out of 148 participants citing that it took them 3 years to less than 4 years to be employed. This implies that it takes only at least 7 months to 2 years to most of the graduate scholars to earn a job (Appendix Table 2).

Monthly Salary. Out of these employed graduates, majority (37.2% or 55) earned a salary below Php. 12, 000.00 a month while 13.5% received a salary of more than Php. 18, 000.00. Moreover, 3.4% or 5 received a monthly salary of Php. 12, 000.00 to Php. 18, 000.00.

Agency Classification. Majority of the graduates worked at private agencies (33.8% or 50) followed by those employed in government agencies (17.6%) and 1.4% or 2 were working in non-government agencies.

Type of Employment. Out of those who were employed, 22.3% or 33 are permanent. This was followed closely by 18.9% or 28 contractual; 5.4% or 8 were temporary; 2.7% or 4 were casual; and 1.4% or 2 worked as open contract.

Job Specialization. In terms of specialization, 20.9% or 31 were encoders. This was followed by 13.5% or 20 teachers; and 4.1% call center agents. Moreover, 1.4% or 2 were cashier/accounting, office clerk, and policemen. The rest of the .7% or 1 were electrical maintenance, electronics, engineer, equipment operator, event facilitator, health care, landscaper, staff and translator.

Profile of the Self-Employed Graduate Scholars. Out of the two graduates who chose to be self-employed, they engaged in business and a freelance veterinarian who earned a salary ranging from P8,000 to P10,000 a month (Appendix Table 3).

Profile of Underemployed Graduates. As shown in Appendix Table 4, Employment Description of Underemployed, most of the graduate scholars (2.7% or 4) were employed as sales ladies. This was followed by 1.4% or 2 call center agents, cashier, domestic helper (DH), encoder, and security guard. Moreover, .7% or 1 were ticketing attendant, contract of service, equipment operator, globe agent, maintenance, military, office clerk, secretary, and vendor.

Monthly Salary of Underemployed. Of these graduates, many (10.8% or 16) received a monthly salary below Php. 9,500.00 (below average). This was followed by 3.4 % or 5 received Php. 9, 500.00 to Php. 14,500.00 (average). Moreover, 2.7% or 4 out of 148 participants received more than Php. 15, 000.00 (above average) monthly salary.

Reasons for Unemployment of Unemployed Graduate Scholars. The data gathered from unemployed graduate scholars were enhanced through personal interview asking them the reasons why they were unemployed. The most common and prominent reasons they cited were: There was no job available (14.9% or 22). Some (4.7%) do not have eligibility; and .7% or 1 got married. Appendix Table 5 presents the data.

Satisfaction Level of LGU Scholars on CARES Program. One of the objectives of this study is to provide information of the significance of the scholarship program provided by the Local Government Unit to their beneficiaries and determine whether the benefits received by them served its purpose and gained their satisfaction. As shown in Table 3, the satisfaction level of the Participants on the CARES scholarship program in terms of the free tuition is Very High. Similarly, the participants were very highly satisfied in terms of the timeliness of the release of the funding support, choice of career given and preferred school for the scholars.

Table 3. Satisfaction Level of the Respondent Beneficiaries of the CARES Scholarship Program

Cares Scholarship Program	Mean	Standard Deviation	Interpretation
1. Benefits			
a. Free Tuition	4.88	0.42	Very high
b. Stipend	1.09	0.47	Very Low
c. Book Allowances	1.03	0.25	Very Low
d. Lodging	1.05	0.40	Very Low
As a whole	2.01	0.23	Low
2. Transportation costs	3.56	1.88	Low
3. Timeliness in the release of funding support	4.80	0.52	Very High
4. Choice of career given scholars	4.93	0.27	Very High
5. School Preference given to scholars	4.92	0.32	Very High

Legend: 4.21 – 5.00: VH – Very High, 3.41 - 4.20: H – High, 2.61 – 3.40: A – Average, 1.81 – 2.60: L – Low, 1.00 – 1.80: VL – Very Low

The results indicate that the scholarship program with the highest level of satisfaction of scholars were in the areas of Choice of Career (4.93), School Preference given to scholars (4.92), Free Tuition (4.88), and Timeliness in the release of funding support (4.80). This implies that the decision to choose the school and the course they would like to take is given importance by the students. Similarly, the provision of free tuition and the timely release of funds by the LGU are factors that contribute in their completion of the program. A Closer look at the data however revealed some areas with low and very low satisfaction. These were; Transportation costs (3.65); Stipend (1.09), Lodging (1.05) and Book allowance (1.03). Focus on these areas for further improvement of the program may be given to sustain and address these basic needs of the beneficiaries.

Improvements on the Economic Living Condition. Based on the researchers' interview conducted with the CARES graduates, the following were the perceived improvements on their economic living condition after they were employed. Findings revealed that majority of the respondent scholars (39.19% or 58) have experienced an improved economic living condition after employment. They have likewise indicated that they have improved personally (29.73%) and socially 20.27%, while 10.81% or 16 said that they have experienced improvement professionally.

Table 4. Improvement/Change of CARES Scholars After employment

Improvement	Frequency	Percentage
Personal	44	29.73
Social	30	20.27
Economic	58	39.19
Profession	16	10.81
Total	148	100.00

People dreamt to have a better life for the future. Those aspirations motivated them to pursue their college education to reach their goals in life. Appendix Table 6 showed frequency and percentage distribution of achieved goals and aspirations of respondents. Among the data gathered from the respondents, two major themes emerged: improvement of economic living condition and life style.

All of us want to have a better life. Earning a degree is one way to achieve our goals to uplift our living condition, economically. It also gives us the opportunity to open a new door, a door of success. From the analyzed data, 37 or 63.79 percent of the respondents indicated that they have experienced improvement in their economic living conditions. When interviewed, scholarship grantees stated:

“Sang una, wala kami motor, subung nakabakal na kami”. (Before we do not have a motorcycle but now we have already bought). “Guba balay namun sang una, subung napa repair ko na kag nakabakal pa gid mga gamit”. (Our house was so dilapidated before but now I have repaired it and was able to buy appliances). “May small backyard piggery na

kami. Gahatag naman ko dugang allowance sa sister ko nga ga study”. (We have already a small backyard piggery and I also give allowance to my sister who is studying)

Life Style. In this changeable world, a lot of changes took place. Improvements arise together with technology. Our Lifestyles on the other hand, is not entirely dependent on the changes or improvements in our society but it is entirely dependent on our economic growth. Our purchasing power contributes a lot to our lifestyles and the latter is dependent on our jobs or economic status. Thus, having a good job follows a good if not better, lifestyle. Scholar grantees testify that:

“Naging hapos na ang pagpangita kwarta kag makabakal kun ano ang gusto. La na mayo gapalibog sang galastohon”. (It is easier now to look for money and buy what we want. We don’t worry much about our expenditures). Upliftment of my lifestyle. Sang una ka pigado gid, wala ka ibakal kun ano gusto mo, pero subung kay naka obra, pwede ko na gid ma bakal ang gusto ko”. (Before, we are so poor and don’t have money to buy what we want but now that we have a job, we can already buy what we want).

Personal Improvement Perceived by Graduate Scholars. Presented in Appendix Table 6 is the personal improvements perceived by scholars after their employment. This is summarized into 3 themes namely: enhancement of self- confidence, better person and competitiveness.

Building Self-confidence. The key to accomplish our goals in life was having self-confidence. Without confidence, we would never have the courage to apply for a job or even pursuing college. We find ourselves holding back on pursuing our dreams or even refusing to try at all. It shows in the table that 50 percent or 22 out of 44 respondents developed their confidence (Appendix Table 7). As explained by the respondents interviewed from this change:

“Now, I can journey my life in another chapter, facing the real world of work with full confidence. Building self-confidence may take time and practice before we see big results, but if we keep at it, we will eventually notice positive changes. Also, loving yourself is the key to believing that you can do anything, so frequently pat yourself on the back to affirm what you knew was true all along: you can do it!”

Good Personality. Different people are potentially similar at birth but are taught different ways of communicating, expressing emotions, making decisions, engaging in recreation, and countless other modes of thinking, speaking and acting. The social environment includes all the human beings who in any way influence us. Also these social influences occur because as human beings, we must learn to live in the world and cope with the exigencies of life. We were able to learn many kinds of adaptive behavior that fit us to changing environmental situations. In fact 12 or 27.27 percent of the respondents became better persons and one respondent indicated that: “I am proud to be a scholar graduate because of this opportunity, it boosts my moral and also my social ways.”

Quality Product. An institution like school is one of the factors that contribute changes on the individual to become more productive and competitive. It contains expectations of how individuals in a particular status will behave properly in a given situation. It involves certain norms, standards and modes of thinking, speaking and acting which is contained in the culture of every society. From the culled data, 10 or 22.73 percent of the respondents were productive and competitive in society. To supplement further and validate this data, an In-depth interview was conducted to one of them who stated:

"I was challenged to improve my academic performance that could help me find better job. I’m now competitive person because of scholarship. Now that I am professional, I could uplift the financial burden of my family. We learn to survive as individuals and as members of society”.

Social Improvement Perceived by Graduate Scholars. Presented in Appendix Table 8 is the perceived benefits gained by the graduate respondents in terms of the improvement of their social dimension.

Social change has far-reaching effects on individual, bringing about good as well as bad influences. It may be progressive or regressive, permanent or temporary, planned or unplanned and beneficial or harmful. Social change is the semantic heir of progress. It converges around the idea of development, involving change in society's social and economic structures. The table showed the frequency and percent distribution of the social improvement experienced by the respondents. The researchers gathered all the data from the respondents on the improvement that happened in their social lives.

After identification of the common concepts or responses among the participants' answers and checking them again to clarify or recheck the first answer to the questions asked. Two major themes emerged. These themes explained the social change that happened to the individual's life. These are Camaraderie to Everyone and Transparency to society.

Camaraderie to Everyone. Society is simply an association of individuals interacting within socially structured relationships. It is an enormously complex reality of people engaged in varied forms of relationship and show multiple and highly diverse forms of interactions, and devoid of any social patterns. Social relationship exist when two or more people coordinate with each other so that their action, affect, evaluation, or thought are complementary. That is, what each person does (or feels, judges, or thinks) makes sense with reference to what the other persons do (or are expected to do or feel): their actions complete each other. According to the surveyed data, 19 or 63.33 percent of the respondents developed social relation to others because of the CARES scholarship program. It was further affirmed by one of the respondents in the in-depth interview who said:

“I had invested a good social relation with other scholars through the activities held by the LGU and also to the LGU officials.”

Transparency to Society. Our society today is not exactly as it was before. Many changes have occurred in it in several aspects like social, cultural and economics. Whether the people like it or not, they must continuously adapt themselves to these continuing changes. Based on the data presented, 11 or 36.67 percent of the respondents experienced exposure to the community and a respondent stated:

“I had earned a degree which is my weapon to be more socialized by attending those seminars and trainings offered not only in our Municipality but throughout Negros. Also, I am involved in some organizations here in our locality.”

Professional Improvement Perceived by Graduate Scholars. The perceived benefits gained by the graduate respondents in terms of the improvement of their professional dimension were identified to be improvement of self and professional growth. Appendix Table 9 presented the information.

Self-Improvement. Development of self is inseparable from our experience of socialization and from our interaction with others. Socialization affects the overall cultural practices of a society, and it also shapes the image that we hold of ourselves. In this sense, socialization experiences can have an impact on the shaping of one's personality. It allows the individual to become human, and it allows the society to continue its existence.

In analyzing the survey data from the respondents, 9 or 56.25 percent indicated that they have uplifted themselves. To supplement further, in depth interview done to one participant revealed:

“I have changed myself into a more disciplined person and I was motivated to perform well in school; I became optimistic rather than pessimistic”. “I can prove to myself that I am not ashamed to face the professional world because I have earned a degree and I had my diploma that would never put me down into ignorance”.

From the point of view of individual, socialization is the fulfillment of his potentialities for personal growth and development.

Professional Growth. Being a professional does not stop being a professional alone. We have a very competitive world. Challenges emerge, threats arise and the opportunities seemed to be at risk. We have to be more equipped as professional. We have to meet all this changing world requires. To be a competitive professional, we have to improve ourselves academically. Enroll in graduate school. It will

surely develop our sense of competitiveness. We have to be more ready for the challenges, equip ourselves with the knowledge that best teaches us, experience. Take risk. He who takes the risks has the chance to survive. Never be contented with what you have now, aim for something higher.

Conclusion

Based on the findings, the researchers had concluded that the Local Government CARES Scholarship Program had a great impact on the lives of every respondent. This program helps them to pursue their dreams to finish their college education and to reach their aspirations and goals in life. Because of CARES Scholarship Program they are now enjoying stable jobs that aid them to become better and productive members in the society. They were able to help their families uplift their economic living condition. Also, the Local Government Units are looking forward for a greater number of professional graduates that will become responsible and fruitful individuals of the society.

CARES Scholarship program is vital for the less fortunate people who aim to pursue their college education. The scholars felt happy because they earned a degree which leads them to have a better work that could uplift their financial status. Also, this opportunity gave them the chance to achieve their goals and aspirations to have a better life and become competitive and productive individuals for the future. This grant is very useful not only for the improvement of living condition but improvement for the social changes that happened to their personalities by developing self-confidence and earning good social relationship with other people. Therefore, the CARES scholarship program was very influential to the changes on the lives of every participant.

Recommendations

Based on pertinent findings and conclusions, the following recommendations are formulated:

1. The CARES scholars should do their part by becoming diligent in their studies so that the scholarship program would never be wasted. They should likewise undergo rigid orientation to fully understand their responsibilities as recipients of the CARES scholarship program.
2. Additional benefits to CARES scholars like stipend, book allowance, and lodging, etc. may be provided by the Local Government Unit.
3. A close monitoring of the LGU scholars must be done regularly to determine the plight of the graduates and devise programs and projects that would cater to those unemployed graduates.
4. CARES Scholarships may also explore the catering post graduate studies for professional growth and development of its municipal employees and teachers for better public service.
5. With the promising results and good impact that the program has contributed to the lives and total well-being of society, the continued support of the Local Government of La Castellana to the CARES scholarship program is highly recommended.
6. Follow up studies for the succeeding years should be done to monitor the impact of the program and a regular record of accomplishments of scholars should be done to determine the contribution of the program to its beneficiaries.
7. There are a number of good stories of success of the CARES scholarship program which were not covered by this study. Future researchers may explore along this area to serve as input for the decision makers of the Local Government of La Castellana in crafting for more development programs that would support the scholar beneficiaries.

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