

Assessment on the Implementation of Unified Student Financial Assistance System for Tertiary Education (UniFAST): Basis for a Proposed Action

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ABSTRACT

This study aims to assess the initial implementation of Tertiary Education Subsidy (TES) under the "Universal Access to Quality Tertiary Education Act" (RA 10931) implemented by the UniFAST Board. With the use of descriptive approach and quantitative type of research, this study targets to identify the impact of TES on the students' persistence, academic performance, and financial capacity, it also attempts to find out the problems encountered on its implementation among the beneficiaries from different Higher Education Institutions (HEIs) in the 4th Congressional District of Quezon Province. With the use of self-made questionnaire validated by the three experts on this field of study and answered by the respondent beneficiaries, this study found out that the TES program has a positive effect on student's persistence to finish their college degree. It also helps them to engage and focus on their lessons and different school activities that contribute to their good academic performance. Furthermore, the amount of money that the TES provided to the students enables them to support their educational needs and relieve student's financial burden in school. This study also revealed that the initial implementation of TES program has a serious problem experienced by most of the beneficiaries. Based from the result of the study, the researcher established a comprehensive action plan that will support the TES program to further improve its implementation. This Action Plan can create a significant impact to bridge the gap between the objective of its Implementing Rules and Regulations and its actual implementation.

1. Introduction

Financial assistance in the form of subsidy play a significant role to alleviate the educational expenses of students enrolled in the Higher Educational Institutions Avery (2014). To allow the citizens full access to quality education by providing adequate funding and to increase the participation rate in tertiary education, the Universal Access to Quality Tertiary Education Act (RA 10931) was enacted and passed into law on August 3, 2017. This gives preference to the poor but academically proficient and highly motivated students. The Implementing Rules and Regulations (IRR) of this law recognizes the complementary roles of public and private Higher Education Institutions and Technical-Vocational Institutions in the tertiary education system, and the invaluable contribution of private tertiary institutions to the education system.

It is widely recognized that quality education is an inalienable right of all Filipinos and it is the policy of the State to protect and promote the rights of all students to quality education at all levels. Academic success, particularly graduation rates, is a measure of the accountability factor for many policy makers, Tollefson (2009). Therefore, the State shall take appropriate steps to make such education accessible to all. Likewise, the State recognizes the complementary roles of public and private higher education institutions and technical-vocational institutions in the educational system and the invaluable contribution that the private tertiary schools have made and will make to education (Section 2 of RA 10931).

To support the cost of tertiary education or any part or portion thereof, a Tertiary Education Subsidy or TES was established for all Filipino students who shall enroll in undergraduate-post-secondary programs of SUCs, LUCs private HEIs and all TVIs. Prioritization under this program shall be given to students in the following order: (a) students who are part of households included in the Listahanan 2.0, ranked according to the estimated per capita household income; and (b) students not part of the Listahanan 2.0, ranked according to estimated per capita household income based on submitted documentation of proof of income to be determined by the UniFAST Board, but all this prioritization shall not apply to Filipino students in cities and municipalities with no existing SUC or LUC campus.

The amount given to the beneficiaries under this program can be used to defray the tuition and other school fees in private HEIs, and private or LGU-operated TVIs; serve as all allowance for books, supplies transportation and miscellaneous, personal expenses including a reasonable allowance for the documented rental or purchase of a personal computer or laptop and other education-related expenses; an allowance for room and board costs incurred by the student; for a student with a disability, an allowance for expenses related to the student's disability, including special services, personal assistance, transportation, equipment, and supplies that are reasonably incurred; and for a student in a program requiring professional license or certification, the onetime cost of obtaining the first professional credentials or qualifications, which may include the following: application fees, notarial fees, review classes fees, insurance premium fees and documentation fees.

The student applicant for the TES program should submit the necessary documents to their respective university or college scholarship coordinator or staff upon the pronouncement of the CHED on encoding of possible TES beneficiaries on the portal. The TES Online Portal (TES OP) is an online system where Higher Education Institutions (HEIs) encode possible TES beneficiaries. The username and password of each HEI shall be issued by the UniFAST Regional Coordinator. Prior to encoding the possible TES Beneficiaries, it is suggested that HEIs review the instructions and prepare the data required prior to encoding or uploading the list of possible TES beneficiaries in the TES OP. There are two methods in registering potential TES beneficiaries in the TES OP. The first method is encoding each student details directly on the website. The second method is by uploading an MS Excel file containing all of the possible TES beneficiaries and their details. The second method requires the HEI to download an MS Excel file template which will serve as a guide when encoding the student details. Once student details are encoded or uploaded in the TES OP, the HEIs may edit or delete the student details. The TES OP also provides the HEIs with a list of courses that are in the registry of CHED. The UniFAST Secretariat will assess all of the potential TES beneficiaries encoded by the HEIs in the TES OP.

As a public-school teacher and researcher, this study was taken into consideration to assess the enactment of this law in all Higher Educational Institution in the 4th Congressional District of Quezon Province and to analyze the problems encountered by the student beneficiary if any, to propose an action plan that will enhance the implementation of this Act. By means of which, student beneficiaries' concern will be addressed and all necessary adjustments on the part of the Higher Education Institutions (HEIs) and Commission on Higher Education (CHED) as well as the UniFAST Board who administer this program will be made.

2. Literature Review

2.1 Impact of Financial Aid on student Persistence

Academic persistence has been extensively studied in the literature and many researchers have tried to understand this phenomenon by identifying its determinants, Burrus et al., (2013). Persistence in the first year at university is a phenomenon that has been studied many times. However, most researches have taken a very linear view of the persistence process and little research has attempted to understand persistence by taking into account its full complexity. Yet the process of academic persistence is punctuated by striking events and critical moments that may interact with the characteristics of the student and his environment and then have some influence on persistence (Roland et al., 2016).

On the study of Hossler et al. (2009), financial aid has positive effect on persistence even if its effect is small and indirect. Confirmation on their review demonstrates that all forms of grants, in most instances, have a positive influence on student persistence. Whether big or small, the effects of financial aid on persistence have shown a more positive impact than loans. It reveals on their study that loan programs have a small or negligible impact on persistence from year to year and debt has a negative effect on persistence. So, if the main objective of policy goals of financial aid is to enhance student persistence, loans are a poor vehicle for attaining this because loan has to be paid.

The Filipinos have strong regard for education as the most effective vehicle for social mobility, Durban and Catalan (2012). It is also perceived as a tool for socio-economic and political development, and an instrument for change (www.academia.edu).

This idea serves as the motivation of every student to finish his study and find a decent job right after he graduated from college. This sustains the idea that a college degree may not only raise annual earnings, but also improve job satisfaction, health, family stability, and social connections (Hout, 2012).

Based from the statement of CHED Chairman J. Prospero De Vera III, the high number of students who wish to secure scholarship or grant-in-aid shows that many of our youth wish to be in college or university to finish their education (philstar.com). However, recently, the Philippine educational system was faced with several issues that need to be addressed in order to improve the delivery of education to the greatest number of the population. This situation measures the students' persistence and hard work to finish their college degree despite poverty and other challenges in life, Durban and Catalan (2012). Financial aid could influence collegiate success in both direct and indirect ways. Directly, financial aid could help defray tuition and other expenses, thus making persistence from one term to the next feasible. However, financial aid could have additional indirect effects by influencing some of the factors known to be related to student success (www.academia.edu).

On the study of Chen & DesJardins (2008), which seeks to understand whether student aid mediates the relationship between parental income and student dropout behavior in United States, they found out and confirmed that there is a gap in dropout rates for low-income students as compared with their upper income peers, and suggests that some types of aid are associated with lower risks of dropout. The interaction between financial aid type and parental income may reduce the dropout gap by income level group. The study also found out that the receipt of a student subsidy is related to narrowing the dropout gap between students from low- and middle-income groups.

Another study of Chen and DesJardins (2010) states that financial aid is one of the factors that influences student dropout decision. This study confirms that subsidized loans has a positive effect as well as merit and need based aid has significant and positive effect on student retention, while unsubsidized loan has non-significant effect. Another important finding on their study is that financial aid has differential effects on student dropout risks across racial groups. Thus, it suggests important implications for national financial aid policy-making.

Ganem and Manasse (2011) stated that success in higher education is commonly defined by a student's persistence, progression, and timely graduation. Institutional scholarships significantly impacted student success across all measures: hours attempted, hours earned, and graduation within six years of entry. Students receiving merit-based scholarships were more likely to succeed than those not receiving aid may reflect that scholarship recipients are more highly motivated and therefore more likely to succeed.

2.2 Impact of Financial Aid in Students Academic Performance

Over the years, our government is committed in promoting education in our country as it is the policy of the state to protect and promote the welfare of Filipino students. According to the 1987 Constitution, the Government shall prioritize education, with the aim of fostering patriotism and nationalism, accelerating social progress, and promoting total human liberation and development; thus, lawmakers are proposing different policies and programs like financial aid that can help the Filipino students to finish their degree in college especially those in the marginalized sector because academic success, particularly graduation rates, is a measure of the accountability factor for many policy makers (Tollefson, 2009).

Scholarship awards plays an important role on student post-secondary opportunities and success. The relationships between financial aid awards, student college choice, and student engagement in college activities should be reasonably sound, Hu (2010). On his study, findings reveal an interesting and important pattern in the relationships among scholarship awards, student college choice, and student engagement in college activities. Financial aid awards have a substantial influence on student college choice which meet student needs after expected family contribution. Moreover, financial aid awards indirectly promote student engagement in college activities, academically and socially. The student scholarship support could enable students to be more actively engaged in academic and social and community activities in college, this mainly through indirect influence of the scholarship awards.

Academic performance is always a concern of every college and university particularly of the students. The student success statistics are commonly regarded as primary indicators of institutional performance. They have come to reflect the overall quality of student learning and intellectual involvement; how well integrated students are in campus life; and how effectively a campus delivers what students expect and need (Levitz, 2008).

The academic achievement of any student is the result of a complex interplay of various factors, such as study habits, personality trait, and personal interest of student as well as teaching skills of concerned faculty, Arora & Singh (2017). The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leaders and manpower for the country thus responsible for the country's economic and social development (Ali, et al., 2009).

Various studies were made concerning the effect or impact of financial assistance to the students specifically on their academic performance. In the study of Yutong (2013), the analysis shows that the mean Grade Point Average score of the receivers of financial aid is higher than that of the non-receivers, even if they are from different social and economic backgrounds. These results show that financial aid does have influence on student GPA, and they support the notion that need-based financial aid should have a positive effect on the outcomes of low-income students and could ultimately encourage them to have higher achievement. Once they receive the financial aid (and it does not matter when they acquired the financial aid), they earned a higher GPA and thus became good students.

According to the study of Li (2014) on "Investigating the Impact of Financial Aid on Four-year College Enrollment among College-Qualified Students", grants, loans, and work-study, as well as the amount of financial aid are significantly positively associated with 4-year college enrollment for college-qualified students. The impact of grants, loans, and work-study indicates that increased availability of financial aid may remove financial barriers to access to four-year colleges for college-qualified students. Therefore, institutional administrators and financial aid policy makers should ensure sufficient aid are maintained for these student aid programs, if improving the four-year college enrollment is the priority.

With the same scope of study, it is also found out that the self-sponsored students in Nigeria are more satisfied with their academic performance than those that get their money either from their parents or from a scholarship fund. It was also discovered adequacy of the money affects student's academic performance. Student's satisfaction on financial aid improved academic performance depends on source of finance (Nnamani, et al., 2014).

Finances affect academic achievement, because academic effort is part of the sequence of decisions that leads to persistence. College students often experience financial stress for various reasons. Financial stressor have had negative impact on the student's academic performance or progress, Trombitas (2012). It also indicates that need-based aid and merit-based aid both have positive effects throughout college, and thus, colleges may be able to use financial policy levers to increase academic achievement (Stater, 2009).

2.3 Impact of Financial Aid in Students Financial Capacity

Financial assistance contributes significantly to higher education in the form of subsidy to its participants, Avery (2014). It comes in many forms in which students may be eligible to realize financial assistance but the primary purpose of this is to serve as a bridge to support students and their parents in filling the gap between what they can able to provide financially to ensure the cost of attendance in higher education.

Among Filipino students, a possible source of stress relates to financial difficulties that their family' experience, Bernardo and Resurreccion (2018). Due to the increasing price of the commodities, utilities and other basic services, it is hard for a family who's earning below the minimum wage or without regular work to send their children to college. Even the students are academically prepared, still, the first consideration is the cost that they need for college. However, Commission on Higher Education (CHED) ensures that HEIs meet the guidelines provided by law, especially the requirement of consultation, the proper allocation of tuition fees, and strict adherence with the processes that seek to make tuition and other school fee increases transparent, reasonable and affordable (Rappler, 2017).

The increase in the cost of higher education, the decrease in the real median income, and the increase in student's debt are all problems that are often discussed not only by students and parents, but also by political leaders and economic policymakers, Bennet, et al. (2015). This is the basic consideration of the lawmakers in pushing different programs and policies that will address the financial burden of the students because they believe that financial assistance can ease the burden of the students especially those who belong to the marginalize sector.

Although many college students feel optimistic about their financial future and think their higher education is a worthwhile investment, most of them are worried about money and if they can pay their tuition, Dalas (2015). In a national survey where 19,000 undergraduate students from 52 colleges and universities across the United States, the researchers found out that 70 percent of those polled are stressed about their finances, and almost 60 percent are concerned about being able to pay for

school. The money troubles don't end there. The national survey also found that 50% of college students are worried about paying their monthly bills. In some cases, this financial pressure interfered with their education. Of the students surveyed, 32% reported neglecting their studies at least sometimes because of the money they owed. Three out of 10 students had to reduce the number of classes they took, 16% had to take time off and 13% had to transfer to another school because of the money they owed.

Today's reality, before you decide on which college to attend, you have to come up with a way to pay for it, and to this end, families are relying on financial aid to cover the cost, Dickler (2019). Financial aid helps students and their families pay for college by covering higher education expenses, such as tuition and other fees, room and board, books and supplies, and transportation (Powell, 2018).

2.4 Problems Encountered by Financial Aid Beneficiaries

Silfverberg and Orbeta (2016) discussed the Review and Assessment of the Students Grants-in-Aid Program for Poverty Alleviation (SGP-PA) and Expanded SGP-PA. This program is a new initiative of the Philippine government to provide poor but capable students with access to higher education. It aims to increase the number of higher education graduates among poor households through direct provision of financing for their education in selected SUCs. The SGP-PA has two important features that make it different from any other grant-in-aid programs: (1) it is well targeted to identified poor households and (2) the grant is sufficient to cover all regular education expenses including living allowance. In their study, they quoted that some of the recurring issues brought up by the SUCs in terms of bottlenecks, programmatic and implementation issues such as compromising university regulations in order to accommodate the grantees, lack of staff for program management and capacity to handle additional problems, academic difficulties experienced by grantees, health concerns of the grantees, and budget allocation for out-of-term scholastic activities.

Furthermore, study of Halili (2014) pointed out that the Students Grants-in-Aid Program for Poverty Alleviation (SGP-PA) has five weaknesses which includes: no provision on transparency in the implementation of scholarships and grants; no provision on conflict of interest; no provision on conduct of impact assessment; no sanctions or incentives for administrators and monitors of program; and no stipulation of pass/fail criteria. This study targets to examine the existing design and processes of student grants and loans and to identify the strengths and weaknesses on the control mechanism of student grants.

Student Financial Assistance Programs (StuFAPs) of the government has fiscal issues, Catibog (2014). In her study from Philippine Institute for Development Studies, she emphasized the weakness of financial controls of different government agencies which caused the delay of benefits of the students scholars. Among others, she said that the STuFAPs, which cover public scholarships, grants-in-aid, and student loans, do not fit well with national schedules in terms of fund release. General Appropriations Act covers one fiscal year January to December and the academic year of HEIs which is June to May are not in sync.

In the study of Asuncion & Tullao Jr. (2018), they presented some issues of the UniFAST Act. According to them, although the existing IRR of the UniFAST Act provided positive features, there are also some issues that need to be addressed such as its need for an appropriate management that will implement the program, the Act only provided the responsibilities of the not yet identified management of the program, and it did not provide a sophisticated process flow from the application up to the repayment of the loan that will guide potential students to avail the program. Addressing these issues might improve the implementation of the UniFAST act.

Given the critical role higher education plays in both individual economic success and the public good, increasing college access should be a major goal of the government. *Financial aid programs to expand college access could be improved by simplifying processes and favoring grants over loans and need-based rather than merit-based criteria.* Long (2010). Trends in Student Aid does not attempt to evaluate student aid programs or policies; rather, it provides detailed information that can inform policymakers, researchers, and others in their efforts to assess and improve the effectiveness of student aid (Baum & Payae, 2011).

The working paper of Dynarski and Clayton (2013), discussed four major lessons that can be taken from the research on financial aid effectiveness, drawing primarily on experimental and quasi-experimental analyses. First, money matters for college access as well as grant assistance affects not only the students' attendance in college but also their choice where to enroll. Second, program complexity undermines aid effectiveness; they concluded that aid matters for college enrollment and does not imply that all aid programs are equally effective. Third, academic incentives appear to augment aid effectiveness,

particularly after enrollment, academic incentives may improve not only performance after college entry but college preparation and initial enrollment as well. Fourth, evidence on the effect of loans is limited but suggests design is important. As to the quantity and quality of research on this topic, researchers have learned various effect of aid on student behavior in recent years. Aid can matter with simple, well-designed programs producing large increases in college attendance and completion. However, evidence on this paper shows that the complexity of eligibility and application procedures can undermine aid effectiveness.

3. Methodology

This study used a combination of quantitative and descriptive type of research to quantify and analyze the relationship between variables to assess the initial implementation of the UniFAST TES in all Higher Education Institutions in the 4th Congressional District of Quezon province. To determine the sample size among the total population, this study used the Cochran sampling technique. This formula was considered because some of the Colleges and Universities have large populations. This study has 250 sample respondents among the 720 total population of UniFAST TES beneficiaries in all colleges and universities in the 4th Congressional District of Quezon Province.

After drawing initial information through interview and pre-survey and consultation with the research adviser, the researcher made a self-made survey questionnaire validated by three experts in the field of the study undertaken. To facilitate the collection of necessary data, the researcher asked permission from all Campus Directors and School Administrators of all Colleges and Universities in the 4th District of Quezon province through a request letter signed by the researcher's Adviser. Upon approval, the researcher sought help from the Students Affairs Office to generate the information needed.

After collecting the information needed and having the list of the student beneficiaries, the researcher started the distribution of validated survey questionnaires among the UniFAST TES beneficiaries across the campuses. All the data gathered were consolidated, analyzed and interpreted under the guidance of an accredited statistician. The findings from the study is the basis in formulating an action plan geared towards improving the program.

After collecting the data coming from the respondents, the researcher consolidated, analyzed and interpreted the data statistically. To have an accurate measurement of the data, the researcher used Cochran sample size, frequency and percentage distribution, and weighted mean, as tools for statistical analysis.

4. Results and Discussion

This study aims to assess the implementation of the Unified Student Financial Assistance System for Tertiary Education (UniFAST) Tertiary Education Subsidy (TES) among the Higher Education Institutions in the 4th Congressional District of Quezon Province. The following are the findings revealed from this study:

1. The majority age of the student beneficiaries is 19 to 20 years old which covers 59% of the total 250 respondents. There are also more female students composed of 70% of the respondents than male students and only 3.2% of the respondents are married. The results from the respondents also showed that there are more UniFAST TES beneficiaries in Private Colleges than the State Universities in the 4th district of Quezon. The private colleges accommodate 180 beneficiaries or the 72% of the total respondents while the remaining 28% or 70 beneficiaries came from the State Universities.

2. This study found out that the respondents strongly agreed that the Tertiary Education Subsidy gave them more motivation to strive harder and served as a source of inspiration to finish their study. Thus, it only proved that the UniFAST TES has impact on students' persistence which is a factor to finish a college degree. Based on the response of the respondents, it shows that they are aware that TES has impact on their academic performance. They agreed that due to their scholarship, they are more influenced to attend class regularly and encouraged them to aim for high grades. It also motivated them to explore knowledge and skills and allowed them to participate in varied school activities as well as to focus on their lessons and projects. The benefits that they received enable them to engage in activities and lessons by providing necessary resources which encourage them to seek new knowledge and skills and feel at ease in doing their lessons and projects. However, the students moderately agreed that due to TES they feel satisfied on whatever grades they received and does not gave them worries to miss their class schedule. In general, the UniFAST TES benefits really affect the academic performance of the students. In terms of the Impact of UniFAST TES on financial capacity of the student's beneficiary, this study found out that the respondents strongly agreed that their Tertiary Education Subsidy aid them to provide their educational needs, assist them to pay school fees on time and relieved their financial burden in school. It also helps them to realize the value of money and give them reason to spend wisely. On the other hand, they agreed that their subsidy helped them to save money, taught

them to become accountable in managing their finances, helped them to avoid borrowing money, helped them to pay debts, and also sustained their social needs.

3. This study proved that the only serious problems encountered on the initial implementation of UniFAST TES among the Higher Education Institutions in the 4th Congressional district of Quezon as perceived by its beneficiaries are the late release of funds and the limited enrollment period on the CHED portal. Aside from this two, they considered the other problems they encountered as less serious and do not really affect them.

5. Conclusion

There are seven (7) State Universities and Colleges and six (6) Private Colleges in the 4th Congressional District of Quezon Province. However, in the municipality of Atimonan, Calauag, and Guinayangan, only private colleges exist. Under the provision in Republic Act 10931 or the Universal Access to Quality Tertiary Education Act provides prioritization among the students to become beneficiaries of Tertiary Education Subsidy (TES) provided that they are part of households included in the Listahanan 2.0, ranked according to the estimated per capita household income, or, not part of the Listahanan 2.0, ranked according to estimated per capita household income based on submitted documentation of proof of income to be determined by the UniFAST Board. However, this prioritization shall not apply to Filipino students in cities and municipalities with no existing SUC or LUC campus. Thus, there are more student beneficiaries of TES among private colleges than SUCs in the 4th congressional district of Quezon Province because the three aforementioned municipalities do not have SUCs in their respective localities.

Financial matter is one of the main concerns before entering college. The financial subsidy really helps the students in different ways. Thus, college students are fully aware of the impact of the benefits they are receiving under the UniFAST TES program such as the impact on their persistence which gave them more motivation and inspiration to finish their college degree, positive impact on their academic performance and gaining more financial capacity in different expenses they incur in college.

UniFAST TES just like any other program also encountered different problems, but as perceived by its beneficiaries, the only serious problems are the late release of funds or the amount of benefits for them and the limited enrollment on the CHED portal. UniFAST Act is just in its early stages of implementation since this Act was signed into law last October 15, 2015 and the IRR was approved last May 11, 2016 and the first batch of the Tertiary Education Subsidy under the UniFAST was only chosen during the Academic Year 2017 to 2018. Therefore, being on its initial period of implementation, it is just normal to encounter problems as the program is implemented.

PROPOSED ACTION PLAN

BASED ON THE ASSESSMENT ON THE IMPLEMENTATION OF TERTIARY EDUCATION SUBSIDY (TES) UNDER THE UNIFIED STUDENT FINANCIAL ASSISTANCE SYSTEM FOR TERTIARY EDUCATION (UniFAST)

RATIONALE

Pursuant to Republic Act 7722 or the Higher Education Act of 1994, Commission on Higher Education (CHED) have the function to identify, support and develop potential centers of excellence in program areas needed for the development of world-class scholarship. Likewise, the UniFAST board under Republic Act No. **10687** or the Unified Student Financial Assistance System for Tertiary Education (UniFAST) Act is mandated to review, evaluate, and assess programs, plans of action, and agenda of the implementing agencies, including proposals for funding, and recommend the approval or cancellation of such programs, plans of action, and agenda of the implementing agencies to the Board. Tertiary Education Subsidy under the UniFAST is created to support the cost of tertiary education or any part or portion thereof. Being on its initial implementation, it encounters a serious problem as perceived by its beneficiaries. However, this action plan is created to address the problems and can be adopted by the CHED and UniFAST board to further improve the implementation of the program

OBJECTIVE

This Action Plan was made with the purpose of addressing the concern to further improve the initial implementation of UniFAST TES. It was based on the result of the study conducted in Higher Education Institutions in the 4th Congressional district of Quezon Province as experienced by the TES beneficiaries. To measure the level of acceptability, this action plan was

evaluated by the scholarship coordinators and professors in selected State Universities and Private Colleges on the same district.

| KEY RESULT AREA/S | OBJECTIVE/S | STRATEGIES | TIME FRAME | PERSONS INVOLVED | FUNDING SOURCES | EXPECTED OUTCOME |
|---------------------------------|--|--|----------------------------------|---|-------------------------|---|
| Scholarship Orientation Program | To ensure that all qualified scholarship applicants will have fair opportunity to avail of the scholarship assistance | <ul style="list-style-type: none"> ➤ Conduct orientation program to discuss different scholarship opportunities and scholarship requirements ➤ Instruct students to prepare all necessary requirements of the scholarship program ahead of time to cope up on limited enrollment period on the CHED portal | Beginning of every Academic year | Universities/Colleges Student's Affairs Personnel, Scholarship Coordinator, scholarship applicant | University/College Fund | Prospective beneficiaries were enlightened, qualified and enrolled in the TES program |
| Counseling program | To ensure the primary purpose of creating the UniFAST law will meet which is to produce a pool of highly qualified graduates and technical experts who will contribute to the country's high level labor force | <ul style="list-style-type: none"> ➤ Monitor all scholars attendance ➤ Refer to Guidance office those scholars with absenteeism problem to uphold student's eagerness to finish their College Degree | Every Month of academic year | TES Scholars, Scholarship Coordinator, Universities/Colleges Guidance Counselor | UniFAST TES Fund | All UniFAST TES beneficiaries have graduated on time |
| Tutorial or Mentoring Program | To maintain the high level of academic performance of the scholars and ensure that they are performing well on their studies. | <ul style="list-style-type: none"> ➤ Monitor the academic performance of every scholar since the TES has no grade requirements to maintain scholarship program ➤ Coordinate with Student Council and other accredited student organizations to support the program ➤ Advise and encourage those scholars with difficulty on their academic matters to participate on this program | Every Month of academic year | Universities/Colleges Administrator, Student's Affairs Personnel, Scholarship Coordinator, Student Council officers, TES Scholars | UniFAST TES Fund | All UniFAST TES beneficiaries have passed all the subjects |

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|--|---|--|----------------------|--|------------------|--|
| Financial Literacy Program | To ensure that the financial subsidy for the scholarship program will be used to settle all school related expenses | <ul style="list-style-type: none"> ➤ Require all scholars to attend financial literacy training to educate them on how to properly use the financial subsidy of TES program ➤ Require all scholars to submit a financial statement on where they will spend their financial subsidies. | Every year | Universities/Colleges Student's Affairs Personnel or Scholarship Coordinator, TES Scholars | UniFAST TES Fund | All TES beneficiaries are cleared of all financial obligations from their respective schools |
| Regular Meeting of all concerned persons | To monitor that the financial assistance was delivered on time | Request to UniFAST board through CHED to establish a regular meeting of all concern person in different Colleges/University and Government Agency concerning UniFAST TES program. | Twice every Semester | Universities/Colleges Administrator , CHED personnel, UniFAST Board and other concern Government | UniFAST TES Fund | Financial subsidies for the beneficiaries were released on time |

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