Availment Of Scholarship Of The Faculty Of Tarlac State University

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ABSTRACT: The primary objective of this study is to comprehensively explore and articulate the lived experiences of TSU faculty and personnel in availing and utilizing scholarships. This investigation encompasses various dimensions, including the impact of scholarships on career development, the underlying purposes and motivations driving personnel to avail themselves of this educational assistance, the duration of scholarship utilization, and the benefits accruing to both individuals and the organization. This research employs a qualitative design, specifically emphasizing phenomenological research to describe life experiences. The sampling design uses random sampling, considered a non-probability sampling method. The primary participants integral to the study exclusively consist of faculty and personnel from Tarlac State University who have availed themselves of scholarships provided by the institution. The data gathering procedure will involve documentary analysis, interviews, and survey questionnaires. For data analysis, frequency and ranking will be utilized. The study also identifies challenges or issues faced by the respondents during the scholarship application and utilization process. Subsequently, the research provides measures to effectively address these challenges.

I.   INTRODUCTION

1.1 Background of the Study

In the Philippine government, the civil service commission is in charge of handling all government employees in different sectors. Therefore, they are accountable for handling the work-life balance of career development in relation to their policies. Basically, the job status of Philippine civil servants is guaranteed by the Security of Tenure Law. However, the civil service system's lack of competitive compensation packages (e.g., low salaries) and availment of other benefits are seen to hinder employee management, lower performance, and cause a high level of corruption. Faculty management in the country has developed reforms associated with the new public management context aimed at improving training, downsizing the number of public employees, and enhancing public values such as transparency, public integrity, accountability, and efficiency. In addition, the CSC has adopted several HRM policies and practices in public sector organizations. Faculty management in the country has introduced reforms bound to the new public management context that are intended to improve training, minimize the number of public employees, and strengthen public values like transparency, public integrity, accountability, and effectiveness. Decentralized human relations management guides these reforms (Kim and Ryu in 2017).

The founding of Tarlac State University (TSU), one of the educational institutions in the province, coincided with the start of public education in this region of Central Luzon and throughout the entire Philippines. Tarlac State University's evolution provides evidence of the institution's commitment to delivering quality education. It is evident that in any form of organization, employees' assistance is advancing to support management in enhancing competencies across various aspects of knowledge and skills. This study emphasizes the significance of evaluating faculty assistance, aiming to support them in addressing their physical, emotional, and social well-being while also enhancing their capacity to achieve specific goals and contribute to the institution's mission of providing quality public service and education. Consequently, this study will assess faculty assistance at TSU and propose measures to address the challenges encountered.

1.2 Statement of the Objectives

This study described the experiences of the TSU faculty in availing the scholarship.

Specifically, this study aimed to achieve the following objectives:
1. To narrate the lived experiences of the TSU faculty in availing scholarships.
2. To determine the problems encountered by TSU faculty in availing scholarships.
3. To propose intervention measures to solve the prevailing problems.
4. To determine the implications of the study for public administration

1.3 Delimitations of the Study

The study centered on narrating the lived experiences of Tarlac State University faculty assistance at Tarlac State University. The respondents came from selected faculty at Tarlac State University. Data collection was exclusively conducted within the university, and the researcher limited the sample to a total of 20 respondents from faculty in the university due to the inability to conduct interviews to secure confidential information or data, and others were unable to disclose their stories due to personal problems. Moreover, the problems encountered by the respondents were determined, and possible measures were proposed to solve such problems. The study covered the year 2023.

II.   RESEARCH METHODOLOGY

This chapter emphasized the overview of the research methodology that was used, such as the research design, locale of the study, sampling design, respondents of the study, data gathering procedures, data analysis, and ethical considerations that were necessary for data gathering.

2.1 Population and Sample

The inclusion of respondents in this study was imperative for ensuring the reliability and precision of the results. The primary participants, integral to the studies, exclusively consisted of faculty from Tarlac State University who had availed themselves of scholarships provided by the institution. The study featured a total of 20 participants, representing a diverse cross-section of academics within Tarlac State University. These selected individuals played a central role as key actors in the research, sharing their unique experiences in accessing the benefits offered through the institution's scholarship program. By focusing exclusively on the university's faculty, the study aimed to capture a comprehensive understanding of the challenges, motivations, and outcomes associated with pursuing career development through scholarship opportunities.

In order to collect data for the research, the respondents were selected based on the criteria needed and applicable, using a method of convenient sampling. The selection of respondents was one of the bases for better assessing the research in terms of faculty assistance in availing scholarships, and convenient sampling was considered a non-probability sampling approach depending on the requirements specified by the researchers.

2.2 Data and Sources of Data

In terms of data collection methods, the researchers applied the following three (3) tools as part of their approach to contributing information: (1) documentary analysis; (2) interviews; and (3) survey questionnaires.

Documentary Analysis. The research was conducted through underlying documentary analysis to provide all the information and data that researchers needed, especially regarding available information on Tarlac State University Faculty Assistance. Other supportive documents were considered to align with the interviewers' views. Additionally, request letters for conducting research at the university were sent to the Human Resource Development and Management Office and other respective department heads for study support. **Interviews.** In accordance with the guidelines for availing scholarships, interviews were carried out using both virtual and physical aspects, utilizing different media platforms. To collect additional data that couldn't be covered by the questionnaire, researchers asked respondents questions based on their personal views and perceptions, aligned with the study's objectives. Any unclear or unanswered topics were immediately addressed through face-to-face interviews for better understanding. The completed Google Form checklist survey was sent to the students via social media platforms. **Survey Questionnaires.** Apart from interviews, another data collection method employed was a survey questionnaire, a specific research tool designed to collect information from respondents. Researchers sought respondents' descriptions of the Tarlac State University faculty scholarship assistance at Tarlac State University, including the difficulties and issues

encountered and their possible resolutions. This was accomplished by writing to each respondent and asking for permission to survey. The researchers used both printed questionnaires and Google Forms as additional methods for answering the questionnaire.

2.3 Theoretical Framework

This study will utilize the Input-Process-Output (IPO) model to effectively explain the conceptual backbone of the research. The primary objective of this study was to comprehensively explore and articulate the lived experiences of Tarlac State University faculty in accessing and utilizing scholarships. This investigation encompassed various dimensions, including the impact of scholarships on career development, the underlying purposes and motivations driving individuals to avail themselves of this educational assistance, the duration of scholarship utilization, and the benefits accruing to both individuals and the organization. This also identified the challenges or issues faced by the respondents during the scholarship application and utilization process. Subsequently, the research provided measures that could address these challenges effectively. Ultimately, the study had broader implications for the field of public administration. By shedding light on the experiences and challenges faced by Tarlac State University faculty in the pursuit of educational support, it contributed valuable insights that could inform and enhance administrative policies and practices.

2.4 Statistical tools

To present the findings convincingly and appealingly, the researchers tallied their data and arranged it into tables. This eventually led to its evaluation, utilizing the following statistical techniques:

2.4.1 Frequency. This pertains to the statistical representation of how often specific problems were encountered by the faculty of Tarlac State University during the process of obtaining scholarships. This statistical measure was crucial for identifying recurring challenges and understanding their prevalence within the university community.

2.4.1 Ranking. The interpretation of the data in this study was facilitated through the systematic organization of results, ordered from the highest to the lowest rank. This statistical approach was grounded in the relative life experiences and challenges faced by the faculty of Tarlac State University concerning the availability of scholarships. This allowed for the identification of patterns, trends, and priorities within the experiences and issues faced by the participants.

The ranking system served as a valuable tool for discerning the significance and prevalence of various aspects related to scholarship availability.

2.5 Ethical Considerations

The researcher ensured that all participants were thoroughly informed about the study, possessing a comprehensive understanding of its goals. The data collection process was executed with meticulous attention to detail. Participants were fully briefed on the study's objectives, and the manner in which the data would be utilized was transparently disclosed, affording them the autonomy to decide whether to participate. Participants were explicitly informed that any data gathered would be securely stored and kept confidential to prevent any potential harm. All personal and sensitive information obtained through the questionnaire was authorized for use in the study, aligning with the provisions of RA 10173, also known as the Data Privacy Act of 2012. To uphold ethical standards during the research period, the following guidelines were established:

1. Prior to participating in the interview, all participants were required to provide full consent to the researchers.
2. The researchers were committed to respecting the dignity and perspectives of the research participants.
3. The confidentiality of the research data collected was maintained throughout the study.

III.   RESULT AND DISCUSSION

3.1 Overall Life Experiences of Tarlac State University faculty

Table 3.1: The Common Life Experiences

Similarities	Status of Tarlac State University Faculty
In terms of Length of Availment Scholarship	Most of them have completed their scholarships within the designated 2 to 3 years, both at the master's and doctoral levels, largely due to the apprehension associated with potential repayment obligations if the duration exceeds the specified timeframe.
In terms of Type of Scholarship Availment	The faculty recipients share similarities in their choice of availing the Scheme A scholarship. Technical individuals receive a comprehensive package that includes a monthly salary, a monthly stipend, a book allowance, full tuition fees coverage, and additional benefits provided by the Tarlac State University. This arrangement is applicable for both two-year and four-year scholarship terms for Master's and Doctorate degrees, respectively. Technical recipients enjoy the flexibility of working on a schedule use to their needs while still fulfilling the required number of working hours.
Service Delivery of Scholarship	On a scale of 1 to 10, most individuals have rated the Tarlac State University service delivery in implementing the program as a 9.
Motivation	Most of them cited career advancement and personal development as their motivation for pursuing the scholarship.
Understanding to Scholarship Program	Most of the Tarlac State University faculties are knowledgeable enough about the Scholarship Program, but they insist that the programs are not open to others.

To identify the cases discussed, various life experiences were shared, narrating the stories of individuals and their lives during the period of scholarship availability. These stories exhibited similarities in terms of the duration of service, the type of scholarship acquired, the service delivery of the program, personal development, motivation, and other experiences, including challenges faced and how Tarlac State University offered them opportunities.

3.2 Problems Encountered by the Tarlac State University Faculty in Availing the Scholarship

The challenges faced by the faculty of Tarlac State University in availing scholarships, as revealed through their lived experiences, indicate significant impacts on their personal time, work management, and academic pursuits. The findings from Table 2 delineate various problems encountered by the faculty of Tarlac State University throughout the application process. This data provides a detailed breakdown of the specific challenges faced by individuals, offering a comprehensive understanding of the multifaceted issues influencing their experiences. Those respondents were answered multiple times based on their experiences.

Table 3.2: Problems Encountered

Problems Encountered	f	R
Lack of Time Management (Personal, Work, and Study)	15	1
Financial Challenges	11	2
Accessing necessary information	7	3
Lack of Inadequate Support Systems	6	4
Academic and Time Pressure	5	5
Lack of Knowledge to Scholarship	2	6

According to the presented Table 2, the most commonly encountered challenge by Tarlac State University faculty in availing of scholarships is the lack of time management, with a frequency of 15. This issue is particularly prominent in balancing personal, work, and study commitments. It implies that faculty face difficulties in maintaining equilibrium between their professional responsibilities, such as teaching units for faculty and records management. Additionally, they experience challenges in their personal lives, struggling to allocate time for family and personal priorities. However, the stipulated time duration for the scholarship necessitates a focused effort to meet deadlines. Furthermore, the added burden of academic studies compounds the challenge, given the multiple requirements that need to be submitted.

It proves the importance of effective time management for success in scholarship programs. To address this issue, universities may consider exploring flexible scheduling options and providing resources on time management skills. This would aid individuals in navigating their diverse responsibilities and contribute to a more conducive environment for scholarship attainment.

Financial challenges emerge as the second most prevalent issue, with a frequency of 11. This indicates that the cost of pursuing further education or professional development is a significant barrier for faculty at Tarlac State University. This challenge is exacerbated by delays in receiving funds from for the university. Additionally, there are other fees not covered by the scholarship, including travel expenses, books, and other miscellaneous costs. Addressing financial challenges could entail developing additional scholarship opportunities, establishing financial aid programs, or forming partnerships with external organizations. These measures aim to relieve the economic burden on individuals striving for educational advancement.

Moreover, accessing necessary information will be on the third spot of the problems encountered with the frequency of 7. It remains a critical aspect, as a lack of information can hinder individuals from making informed decisions about scholarship opportunities. This can also involve accessing necessary information after finishing their dissertation, which is a major problem in finishing their studies. Improving the accessibility of information, perhaps through centralized databases or regular communication channels, can address this challenge and ensure that faculty are aware of available resources.

In addition, the lack of adequate support systems, as highlighted by six respondents, reveals a notable concern within the context of Tarlac State University's scholarship availability. This implies a potential gap in mentorship, guidance, or counseling for individuals navigating the complex scholarship application process at the university. The role of the support system within the institution is paramount in ensuring the success of academic pursuits. Despite the scholarship application process being ostensibly straightforward in some instances, the treatment that scholars receive from the university can become a source of demotivation. This suggests that the overall experience of scholarship recipients is not solely determined by the acquisition of financial assistance but is significantly influenced by the support and environment provided by the institution.

Another problem encountered by the respondents is academic and time pressure, as reported by 5 respondents. This suggests that the pursuit of scholarships may escalate the workload and stress levels for individuals who are already deeply engaged in academic and professional roles. This issue is closely related to time management, as the university has outlined terms and conditions in its manuals. If scholars availing of the scholarship fail to meet the stipulated timeframe, they are obligated to reimburse the scholarship funds, adding a psychological stress factor to consider. Maintaining a balance between academic obligations and the expectations of scholarship programs is of utmost importance. The university's stringent timeline for completing scholarships introduces an extra level of stress for scholars. It is crucial for universities to explore approaches that ease academic pressure and furnish the essential resources for achieving scholarships successfully. These measures might encompass providing academic support services, flexible scheduling alternatives, or additional guidance to assist scholars in efficiently managing their time while fulfilling both academic and scholarship-related obligations. Through these initiatives, universities can foster an environment that enhances the prospects for scholars, supporting their achievements and well-being throughout the duration of the scholarship.

There will be two (2) respondents who answered that the problem encountered was a lack of knowledge regarding scholarships. This individual was unable to read and explain the terms and conditions of the scholarship; therefore, they had to seek clarification from the human resources department. It's peculiar because other information related to scholarships was shared by friends. It might be that some faculty also lack the knowledge needed to navigate the scholarship platform. This may include information about available opportunities, eligibility criteria, and the application process. Enhancing communication channels and providing comprehensive information about scholarship opportunities can empower individuals.

These challenges indicate the necessity for a comprehensive strategy to establish a supportive environment for faculty at Tarlac State University who are seeking scholarships. This involves tackling issues related to time management, offering financial assistance, improving support systems, addressing academic

pressures, enhancing the communication of scholarship information, and ensuring convenient access to relevant details. Through a strategic approach to these concerns, the university can create an atmosphere conducive to the successful pursuit of scholarships and the professional development of its faculty.

3.3 Intervention Measures to Address the Problems Encountered

Table 3.3 Addressing Tarlac State University Faculty Challenges

Measures	Objectives	Strategies	Outputs
Tie-up Mentorship Program: TSU Faculty Scholars	To Enhance the overall positive experience of scholars engaged in pursuing scholarships by tapping into the insights and experiences of Pioneer and former Scholars.	Facilitate the formation of peer support groups among co-employees to encourage collaboration and the sharing of experiences and advice.	Improved motivation, well-being, and success rates among individuals pursuing scholarships, contributing to a positive academic environment.
University Scholars Assistance Program (USAP)	To Enhance the scholars' academic experience by reducing financial stress.	Implement efficient procedures for the timely disbursement of monetary assistance to scholars, addressing their immediate financial needs promptly.	Positive feedback and testimonials from scholars, reflecting the program's success in alleviating financial challenges and contributing to a smoother academic journey
TSU Center of Information Resource (TSU-CIR)	to establish easily accessible information resource centers, both online and offline, dedicated to addressing the challenge of accessing necessary information within the chosen field of study for all TSU Faculty Scholars	Set up physical resource centers on campus equipped with offline resources such as books, journals, and other academic materials	Scholars exhibit improved information-searching skills, particularly during the thesis and dissertation stages, as a result of training programs
Time Management Workshops towards successful scholars	The primary objective of the Time Management Workshops is to empower scholars with effective strategies that enhance their overall productivity in academic pursuits, personal life, and professional responsibilities.	Engage experienced facilitators who specialize in time management and productivity to lead the workshops. These experts will share insights, best practices, and real-world examples to make the sessions informative and relatable.	Scholars will be equipped with practical skills and strategies to manage their time effectively, fostering an environment of increased productivity and reduced stress.

The proposed intervention measures, formulated by the respondents in response to the challenges faced by the faculty of TSU during their scholarship availing period, are presented. The researcher successfully collaborated with the respondents to articulate the essence of these interventions, working together to address the prevailing issues encountered.

3.3.1 Tie-up Mentorship Program: TSU Faculty Scholars

The Tie-Up Mentorship Program for Faculty Scholars at Tarlac State University exemplifies the university's commitment to fostering a nurturing environment that facilitates the professional development of its academic and administrative staff. Engaging in mentorship provides faculty scholars with the opportunity to access valuable resources, expand their professional networks, and propel their careers forward. This collaborative effort significantly contributes to the overall prosperity of the university community.

Furthermore, the invaluable experiences of pioneers and former scholars at Tarlac State University can enhance the overall positive experience for faculty engaged in pursuing scholarships. These individuals can contribute their insights and lessons learned during their scholarship journey, adding a rich layer of support and guidance for those currently undertaking scholarship programs. This, in turn, may positively impact the motivation, well-being, and success of individuals pursuing scholarships at the university.

To further enhance the support structure, implementing tie-up mentorship programs can offer additional guidance and support to those facing pressure and struggling with time management. This extended mentorship can encompass not only advice related to scholarship pursuits but also guidance on managing other academic activities or requirements, particularly in completing thesis and dissertation projects. Moreover, establishing peer support groups among co-employees can create a collaborative environment where individuals can share experiences, offer advice, and collectively navigate the challenges associated with scholarship programs.

3.3.2 University Scholars Assistance Program (USAP)

The University Scholars Assistance Program (USAP) is a dedicated initiative aimed at providing financial support with the lowest interest rates on the total loan amount for faculty facing crucial financial challenges. Payments will start right after they finish their studies, ensuring that it will not be hard for them to repay. Acknowledging the financial difficulties that scholars may confront during their academic pursuits, the USAP intervention is designed to assist in covering additional fees incurred while attending school, subject to the terms and conditions established between the university and its employees.

The authority to enact this program is vested in the university president, along with the two vice presidents for academic and administrative affairs. Together, they provide guidelines and assistance to applicants, ensuring seamless navigation through the application process. The monetary assistance offered through USAP follows efficient processes to ensure timely disbursement, providing scholars with support when they need it most.

It is important to note that the terms and conditions of the financial assistance are agreed upon mutually between the university and the employees. This collaborative effort aims to alleviate financial challenges, facilitating a smoother academic journey for scholars. The establishment of USAP reflects the university's commitment to supporting its academic community and fostering an environment where financial obstacles do not hinder the pursuit of educational goals.

3.3.3 TSU Center of Information Resources (TSU-CIR)

The TSU-Center Information Resource aims to establish easily accessible information resource centers equipped with both online and offline resources, addressing the challenge of accessing necessary information within the chosen field of study for all TSU faculty scholars. The primary objective is to provide comprehensive support to scholars in obtaining essential information for their academic pursuits, collaborating with the TSU Library to centralize data exclusively accessible to TSU faculty scholars. The university additionally offers training programs to enhance the information-searching skills of faculty scholars, particularly during their thesis and dissertation stages. Clear guidelines are provided to ensure the effective utilization of available information resources. The support system is in place to address queries and challenges faced by scholars in accessing information. Leveraging technology, the TSU-Center Information Resource integrates online databases, e-books, and other digital resources seamlessly. This initiative not only centralizes valuable content but also enhances the overall research capabilities of TSU faculty scholars.

3.3.4 Time management workshops for successful scholars

To support scholars in optimizing their productivity and achieving a healthy work-life-study balance, Tarlac State University has instituted a series of time management workshops. These workshops, led by experienced facilitators, focus on providing practical strategies for scholars to efficiently manage their time, navigate personal and work commitments, and enhance overall academic success. Through interactive sessions, practical exercises, and expert guidance, scholars are equipped with valuable skills to not only excel in their studies but also maintain a harmonious integration of personal and professional responsibilities. The

workshops aim to foster resilience, adaptability, and improved academic performance among scholars, contributing to a well-rounded and successful academic community at TSU.

IV. ACKNOWLEDGEMENT

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