

Research Article

NEEDS AND CHALLENGES OF BPSU-DC SCHOLAR

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ABSTRACT

This study investigates the needs and challenges of BPSU-DC Scholar. Purposive sampling was used to identify the scholars wherein there were 181 respondents. It was conducted to describe the profile, identify the needs and challenges, the relationship between the profile of the student scholars and the needs, and the propose intervention program. The methods used were frequency count, percentage, arithmetic mean, and Pearson r. Findings revealed that most of the student scholars are Provincial Scholars and high scored need in area of Studies. It is supported by the study of Guimba (2015) mentioned in the study of Gegato (2007) studied the stressors that affect both the academic and personal life of scholars. As being part of the scholarship program, the counterpart responsibility to keep the scholarship status is to maintain the grades where most of the respondents seek on how to manage time and balance between academic and scholar's duty. Furthermore, there is a significant relationship between the parents' educational attainment and the needs of the respondents.

Keywords: BPSU-DC scholars, :challenges, :needs.

INTRODUCTION

Education in college cost a lot. There are some who graduated from high school who cannot pursue their college education due to financial constraint. But some, because of their eagerness to have a better life they are trying to look for financial assistance from public and private sector in the form of scholarship. Being a scholar is a challenging life. Guimba, *et al.*, (2015) mentioned as part of the students' population of scholars suffer personal problems in facing greater pressures on how they could maintain their grades and how to make it higher. As seen mostly through the experiences of others, students are striving for excellence and to be counted as achiever. These scholars are one of the prides of a university. Problems will surely be experienced by students but when such problems begin to appear in combinations and clusters, or if they persist for long periods, educators must take close at it. A study by Miller (2014) as cited by Ringer (2015) in the challenges faced by college students, Universities themselves too rarely address the complex and often stressful lives of their students with a meaningful, coherent strategy of support services. Students experiencing personal struggles with child care, transportation, wellness, mental health, family functioning, and substance use may receive the benefits of some university resources, but serious issues that temporarily cause educational disruptions are not typically viewed as an institutional concern, even though extending support services could bridge the re-entry of the students and aid in their eventual graduation. Moreover, schools with non-traditional populations often do not consider the unique needs of older or returning students, or those of parents with young children who need affordable childcare so the parents can study and attend class. Apart from available loan and scholarship services in the Office of Financial Aid, students' issues related to poverty, such as food insecurity and housing instability, are often not seen as relevant to the scope of student services that should be extended by the institution. Corpuz, *et al.*, (2017) the scholars' needs were mostly tutors in Math, Science and English; nutritious meals; school supplies and material

provision to maintain hygiene and sanitation; and calculators and computers. And the scholars' problems were mostly family conflicts; feeling of inferiority or being shy; overlapping activities; tight schedules; and difficulty in grasping lessons in Math, Science and English. Moreover Guimba, *et al.*, (2015) the scholars commonly experienced problems in stress management; pressure; delayed allowances; enrolment, academic loading; library; time; grades; subjects and teachers. Other personal problems in love life; physical condition, tribal affiliation; homesickness, dormitories; and relationship with others were limited to some participants. Furthermore, Dimalaluan, *et al.*, (2016) most of the problems encountered by college students, were personal related problems such as: time management, unexplainable fear of failure in exams, lack of self-confidence, poor study habits, nervousness, and lack of self-control. And majority of students did not seek guidance and counseling from a school counselor, instead they tried to solve their own problems". With these different needs and challenges enumerated by both authors, the researchers found it necessary to look for the needs and challenges faced by BPSU-DC student scholars in order to make a necessary program, ways and means to answer with their needs and challenges.

LITERATURE REVIEW

Needs and Challenges

The Collins on-line dictionary defines a challenge as something new and difficult which requires great effort and determination. Normally when student scholars face a challenge, they devise a measures or solutions in order to surpass or cope up with these challenges. But because of fast changing environment, it will not be easy for them to face these changes; sometimes it put more pressure and stress on their part as a scholar. Not all people can easily handle pressure and stress. These might bring a physical and psychological effect of his or her well-being. When a person in under stress his or her way of thinking, and behaving might be affected and might bring a negative effect in his or her life. As cited by Dimalaluan (2016) Bressert mentioned that when stress and anxiety escalate without a means to cope with the stress, they are often linked to many troublesome

psychological and physiological conditions. Oftentimes, psychological distress accompanies and/or produces conditions such as amnesia, sleep walking, multiple-personality disorder, obsessive-compulsive disorder, phobias, generalized anxiety disorder, hypochondrias and high blood pressure. According to the James-Lange Theory of Emotion as mentioned by Dimalaluan (2016) when an event stimulates a person (arousal), the autonomic nervous system (ANS) reacts by creating physiological manifestations such as faster heartbeat, more perspiration, increased muscular tension, and more. Once these physical events occur, the brain will interpret these reactions, and the result of the interpretation is an emotion. In this sense, the theory is likened to the "fight-or-flight" reaction, in which bodily sensations prepare a person to react based on the brain's interpretation of the event and the physiological reactions. Psychological problems are common in many students especially those residing in dormitories. As Pfeiffer (2001) as cited by Guimba (2015) maintains, stress is created by excessive environmental and internal demands that need constant effort and adjustment. The participants got the stress from many activities and external problems. Some of them experienced physiological (excessive workouts) and psychological stress, fear of failure and pressure pressed upon them by their families and the University. As revealed in the study of Guimba (2015) time management is one of the problems of the scholars. The state university which allows the creation of various semi- and non-academic organizations. These groups offer social development to students and contribute to the general education of the individual, a concept which encompasses moral, aesthetic and intellectual development. Nevertheless, problems arise when students get too involved in these groups. Some participants forgot other responsibilities such as studying. This is a problem in time management and as a result, some participants got grades lower than what is required to scholars. Some of them even failed. They attributed these failures to incompetent teachers, lack of supply of books in the library, poor academic loading and slow enrollment process. These problems experienced in relation to academics greatly affected them in their studies. As mentioned by Ringer (2015) in the study of Buckner and colleagues (2001) found that the housing status of youth could not be correlated to academic achievement scores; however, missed school days emerged as a mediating factor. Homelessness affects a student's attendance, which negatively impacts the student's academic achievement. Furthermore, few differences have been found in the perceived value of education when comparing housed and homeless youth (Rafferty *et al.*, 2004, Ringer 2015). Each group expressed the belief that school is "very important," but formerly homeless students reported plans to pursue higher education at a significantly lower rate (Rafferty *et al.*, 2004, Ringer 2015). Homeless youth have high regard for the assets of an education, yet seemingly few make any plans for going to college. This finding may indicate that they do not believe that an adequate support system exists, or they may lack awareness of services available to help them attend college. Findings in the study of Dimalaluan (2016) most of the students of WPU-Quezon were from families with meager income and most of them were in college due to scholarship grants from various politician and NGOs. Most of these scholarships have maintaining grades so a failing grade means disqualification from the scholarship. Aside from that, the families had high hopes that when these students graduate they will contribute to a stable family income, thus uplifting their family from poverty. These findings are comparable to the findings of Guimba, wherein school related problems and the expectations placed upon their shoulders were the most common stressors of college students. Guimba (2015) mentioned in the study of Gegato (2007) studied the stressors that affect both the academic and personal life of scholars. The result of the study shows that academic or school related issues (requirements, examination) are the three types of major stressors

among the scholars in the University. Other stressors are relational and environmental stressors (including delayed allowances). Course requirements with deadlines can be the main reason of pressures and be a major stressor.

Scholars

Students facing difficult problems behave and think differently. Sometimes they make decisions and act that are harmful to them with their desire to overcome the situation they are experiencing. It is important for them to have someone to talk who can help them to realize the consequence of their actions and decisions. Support must also be given to scholar just like in the report of APIASF Chaudharie (2013) Scholars were a stronger support system of mentors, peers, and faculty; stronger academic skills, including more academic and social support programs; increased financial support, better understanding of college academics, and better or more access to advisement and support. Both the 2009 and 2011 results reveal that scholars were most interested in additional support to learn about and utilize the campus resources available to them, as well as ways to get more involved on their campuses. This suggests the need for more targeted outreach to AAPI students to raise greater awareness about the types of co-curricular resources and opportunities that are available to them on their campuses. Scholarship recipients are likely to have financial, personal, or other obligations to family while in college, and feel unable to turn to family for effective support and guidance. And college student desire and need additional practice or training in public speaking, teamwork, motivating and mobilizing others for action, conflict resolution, and community building. Social support from the university, family, friends and mentors create an enormous impact on student's achievement and performance. Likewise, emotional, academic and financial aids are incredible factors which ascertain the success of college students. College life can be stressful and alter the life experience of a student, it is therefore vital to be in the company of family and friends while being in college (Pariat, 2014). It is the aim of the Scholarship Office of every educational institution to help their students to face and overcome their problems, thus giving them a chance to maintain their scholarship. By knowing their challenges and needs will greatly help the unit to make a programs and activities to help the students. These may include seminars, workshops, and other activities that inform students about wise time management, stress debriefing techniques and strategies, interpersonal relationship, and culture sensitivity. These activities would be a great in fostering holistic awareness among college students, most especially the scholars (Guimba, 2015).

METHODS

Participants

The respondents are 181 scholars under the Education Programs namely Bachelor of Secondary Education, Bachelor of Elementary Education, and Bachelor of Early Childhood Education of Bataan Peninsula State University-Dinalupihan Campus Academic Year 2020-2021.

Data Collection

The instrument of the study used the Needs Assessment Questionnaire which is adapted from Dr. Imelda Villar with a list of questions for the unstructured interview. The questionnaires were used to get the profile of the respondents and identify the needs and challenges of student scholars. The instrument was validated by the Chairperson of Institutional Services of BPSU, Scholarship Officer of DVTSU, and a professor from CLSU. This study used the purposive

sampling by determining the student scholars. The researchers were used the Google Form to gather the data for the quantitative and an unstructured interview was administered for the qualitative part. Since this study was intended to Bachelor of Secondary Education, Bachelor of Elementary Education and Bachelor Early Childhood Education, their consent in answering the questionnaire data were discussed to them thoroughly. This was done by assuring the secrecy and confidentiality of the collected data and only used for the purpose of writing the study and enriching the educational practice.

Data Analysis

Quantitative was used to describe the profile of the respondents. Frequency count, percentage, and weighted mean were used. And to determine the relationship of the profile with the needs, the researchers used Pearson Product Moment of Correlation or Pearson r and MAXQDA for qualitative part.

RESULTS AND DISCUSSION

Part I Profile of Respondents

There are 5 types of Scholarships namely National Scholar, Provincial Scholar, District Scholar, Municipal Scholar, and Private Scholar. Out of 181 respondents, one hundred twenty 129 or (71.27%) are Provincial Scholars. With this, the majority of the respondents grab the opportunity given by the Provincial Office of Bataan and only a few to other scholarship programs. Perhaps the slots given by the Provincial Office are more than compared to other scholarship programs. In terms of sex, there are 142 female scholars or (78.45%). Results show that the number of students, there are more female students applied in a scholarship program of Bataan Peninsula State University-Dinalupihan Campus rather than male students. There are 123 who are married with a percentage of (67.96%). The majority of the respondents' parental status is married with (67.96%). Perhaps the respondents believed that education will be the answer for a better future, not only for them but also for their families. Being a scholar it is important to have a complete family that is always there to support and guide despite financial difficulties. Among the 181 respondents, there are 99 or 54.70% have 3 and below siblings. Findings revealed that the lesser siblings the more the scholars can pursue their education. Definitely, parents spent a small amount of expenses in their family so they can still sustain their education besides with the help of the scholarship program. There are 97 or (53.59%) have a father who is High School Undergrad. The majority of the fathers of the respondents are high school undergraduate. They were not able to finish their high school education. Only a few are elementary graduates. But still, (37.02%) finished their secondary education. As indicated in the result, the father's educational attainment may affect the child's education simply because they cannot afford to send their children to school due to having unstable jobs. Perhaps their income is just enough for their needs and expenses. With that, respondents try to find other means to pursue their education by availing of scholarship programs from different organizations. It indicates that the most mothers' educational attainment is high school undergraduate with (53.59%), few of them are elementary graduates. Since both parents of the respondent are undergraduates, they unable to support the education of their children. Perhaps they did not prioritize their children's education because of low income. Despite this, the respondents are trying to pursue their education with the help of a scholarships program. For them, this is one way to finish their education to have a better future and find a stable job.

Part II Needs of the Scholars

Table 1 presents the summary of the needs of the scholars. As we have seen, Studies got the highest rank among their needs with a mean of 3.58 described as "Strongly Agree", followed by the Scholarship with a mean of 3.54 described as "Strongly Agree", Self-development" rank as third with a mean of 3.49 as described as "Strongly Agree" while "social issues" got the fourth rank with a mean of 3.35 as described as "Strongly Agree", Social Relationship place rank 5 with a mean of 3.28 described as "Strong Agree", and Family Relationship got the lowest rank with a mean of 3.18 as described as "Agree" The table above shows an average composite mean of 3.40 described as "Strongly Agree". With this, student scholars need support for all these needs. Being part of the scholarship doesn't mean that they don't need support aside from the financial given by the scholarship programs. Still, a need for guidance from the institution that might help them develops their personal, social, emotional, and academic. It is not easy being a scholar, there must be pressure and anxiety towards academic endeavor. They have to spend more time on their studies to maintain the status of their scholarship. And besides, they must develop their personal growth, improve their social relationship, and must know how to responds to different social issues. All these findings are supported by the different studies below. So, the scholars need support from Scholarship Office to respond to these needs of the scholars besides with a financial support. The result of the study is similar to the study of Guimba (2015), revealed that time management is one of the problems of the scholars. The state university allows the creation of various semi- and non-academic organizations. These groups offer social development to students and contribute to the general education of the individual, a concept that encompasses moral, aesthetic, and intellectual development. Nevertheless, problems arise when students get too involved in these groups. Some participants forgot other responsibilities such as studying. The need how to manage time and as a result, some participants got grades lower than what is required of scholars. Some of them even failed. Furthermore, Dimalaluan, *et al.*, (2016) most of the problems encountered by college students, were personal related problems such as time management, unexplainable fear of failure in exams, lack of self-confidence, poor study habits, nervousness, and lack of self-control. Getting along with others is very important in schooling. Social relationship is also one way to develop one self. Scholars need to socialize with their peers. But pressure among peers exists sometimes as revealed in the study of Guimba, *et al.*, (2015), the scholars commonly experienced problems in stress management; pressure; time. Other personal problems in love life; and relationship with others were limited to some participants. This should be handled if a student is a scholar to avoid conflict with studies. Findings in the study of Dimalaluan (2016) most of the students of WPU-Quezon were from families with meager income and most of them were in college due to scholarship grants from various politician and NGOs. Most of these scholarships have maintaining grades so a failing grade means disqualification from the scholarship. Aside from that, the families had high hopes that when these students graduate they will contribute to a stable family income, thus uplifting their family from poverty. These findings are comparable to the findings of Guimba, wherein school related problems and the expectations placed upon their shoulders were the most common stressors of college students.

Part III. Correlation between Profile and Needs

Table 2 presents the correlation between the profile of the scholars and their needs. The table above shows that there is no significant relationship between students' type of scholars, sex, parental status, number of siblings to their needs, which means that any type of scholarship they availed, female's male's experiences, being married or single parent as parental status, and whether there are more or

less number of siblings have nothing to do with their self-development, family relationship, social relationship, studies, specific social issues, and scholarship. However, in terms of parent's educational attainment and their needs relationship, the table shows that there is a significant relationship between the fathers' and mothers' educational attainment and the needs of the respondents. Since most of the parents respondents are high school undergraduate. Perhaps, their parents cannot easily find a stable job because of their educational attainment. They do not have enough income to support their children. With this, educational attainment affects the needs of student scholars which they have so much needs to support their studies, self-development, scholarship, family relationship, social relationship, and social issues. The respondents had high hopes that when they graduate they will contribute to uplift their family status from poverty. To support this, in the study of Dimalaluan (2016), most of the students of WPU-Quezon were from families with an inadequate income, and most of them were in college due to scholarship grants from various politicians and NGOs. Most of these scholarships have maintaining grades so a failing grade means disqualification from the scholarship. A need to handle adjustment caused by financial crisis, maintain grades, self-development, and be part of the scholars affect their hopes that when they graduate they will contribute to a stable family income, thus uplifting their family from poverty.

CHALLENGES ENCOUNTERED BY THE SCHOLARS

In the qualitative part of the research, scholars describe challenges in terms of how to maintain grades, manage time, and balance academic and scholar's duty. Maintaining grades was identified the major response as seen in the results of the question number one of the unstructured interview, this is evidently indicated in the response stated by some of the respondents like "I feel pressure and stress in maintaining my grades" and "Being a scholar entails extra hard work and dedication towards academic performance". It demands more effort and focus since respondents have to maintain certain grades to keep on the scholarship program. However, in order to maintain the grades, scholars should manage their time and balance the academic and scholar's duty as stated by the respondents. Furthermore, student scholars handle the challenges effectively by practicing time management and work to study hard. The responses are shown this way "Things that help me to cope these challenges is the time management". It is important to balance everything for different classes for example, I started to finish all the easy then hard lesson" and "I overcome the challenges by diligently studying so that you can get the right grade so as not to lose the scholar, when the teacher asks you to pass immediately" These challenges mentioned by the student scholars could be covered up by designing proposed programs intended to them as part of responsive solution of the issues and conflicts as student scholars. To be able to stay in the scholarship program and in order to maintain the grades, scholars should manage their time effectively and comply on the responsibilities implemented by the scholarship program. With this, the respondents' raise for a continues support from the institutional level and faculty members of Bataan Peninsula State University.

CONCLUSION AND RECOMMENDATION

Scholars have some needs and facing some challenges. Parents Educational Attainment have significant relationship with the needs of the scholars. Therefore, it is the aim of the Scholarship Office of every educational institution to help their students to face and overcome their problems, thus giving them a chance to maintain their scholarship. By knowing their challenges and needs will greatly help the unit to make a programs and activities to help the students. These

may include seminars, workshops, and other activities that inform students about wise time management, stress debriefing techniques and strategies, interpersonal relationship, and culture sensitivity. These activities would be a great in fostering holistic awareness among college students, most especially the scholars (Guimba, 2015). Based on the results and conclusions of the study, the following recommendations are

made:

- Designed an institutional program for the scholarship members of the university in order to recognize and provide the needs of the student scholars.
- Continues support from the University to guide the student scholars to maintain a good academic performance in able to stay in the scholarship program.
- A follow up study to correlate the needs of the scholars with their academic achievements.

Conflict of Interest

Since this study was intended to Bachelor of Secondary Education, Bachelor of Elementary Education and Bachelor Early Childhood Education, their consent in answering the questionnaire data were discussed to them thoroughly. This was done by assuring the secrecy and confidentiality of the collected data and only used for the purpose of writing the study and enriching the educational practice.

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Table 1 Summary of Scholars' Needs

| NEEDS OF SCHOLARS | COMPOSITE MEAN | DESCRPTIVE EQUIVALENT | RANK |
|------------------------|----------------|-----------------------|------|
| Self-Development | 3.49 | Strongly Agree | 3 |
| Family Relationship | 3.18 | Agree | 6 |
| Social Relationship | 3.28 | Strongly Agree | 5 |
| Studies | 3.58 | Strongly Agree | 1 |
| Social Issues | 3.35 | Strongly Agree | 4 |
| Scholarship | 3.54 | Strongly Agree | 2 |
| Average Composite Mean | 3.40 | Strongly Agree | |

Legend:

| Range | Description |
|-----------|-------------------|
| 2.25-4.00 | Strongly Agree |
| 2.50-3.24 | Agree |
| 1.75-2.49 | Disagree |
| 1.00-1.74 | Strongly Disagree |

Table 2. Correlation between Profile of Scholars and their Needs.

| PROFILE | NEEDS | | | | | | | | | | | |
|---------------------------------|------------------|----------|---------------------|----------|---------------------|----------|---------|----------|------------------------|----------|-------------|----------|
| | Self-Development | | Family Relationship | | Social Relationship | | Studies | | Specific Social Issues | | Scholarship | |
| | r | Decision | r | Decision | r | Decision | r | Decision | r | Decision | r | Decision |
| Type of Scholarship | -.019 | Not Sig | -.011 | Not Sig | -.058 | Not Sig | .038 | Not Sig | .017 | Not Sig | .012 | Not Sig |
| Sex | .017 | Not Sig | .094 | Not Sig | .015 | Not Sig | -.029 | Not Sig | -.020 | Not Sig | -.077 | Not Sig |
| Parental Staus | .084 | Not Sig | .084 | Not Sig | .056 | Not Sig | .065 | Not Sig | -.006 | Not Sig | .037 | Not Sig |
| Students' Number of Siblings | -.055 | Not Sig | .043 | Not Sig | -.066 | Not Sig | -.055 | Not Sig | -.064 | Not Sig | .132 | Not Sig |
| Fathers' Educational Attainment | .757** | Sig. | .503** | Sig. | .549** | Sig. | .526** | Sig. | .516** | Sig. | .526** | Sig. |
| Mothers' Educational Attainment | .598** | Sig. | .310** | Sig. | .322** | Sig. | .375** | Sig. | .320** | Sig. | .315** | Sig. |

| Scales | Interpretation |
|-----------------|--|
| ± 1.00 | Perfect Positive (Negative) Correlation |
| ± 0.91 - ± 0.99 | Very High Positive (Negative) Correlation |
| ± 0.71 - ± 0.90 | High Positive (Negative) Correlation |
| ± 0.51 - ± 0.70 | Moderately Positive (Negative) Correlation |
| ± 0.31 - ± 0.50 | Low Positive (Negative) Correlation |
| ± 0.01 - ± 0.31 | Negligible Positive (Negative) Correlation |

Figure : Conceptual Framework of the Study

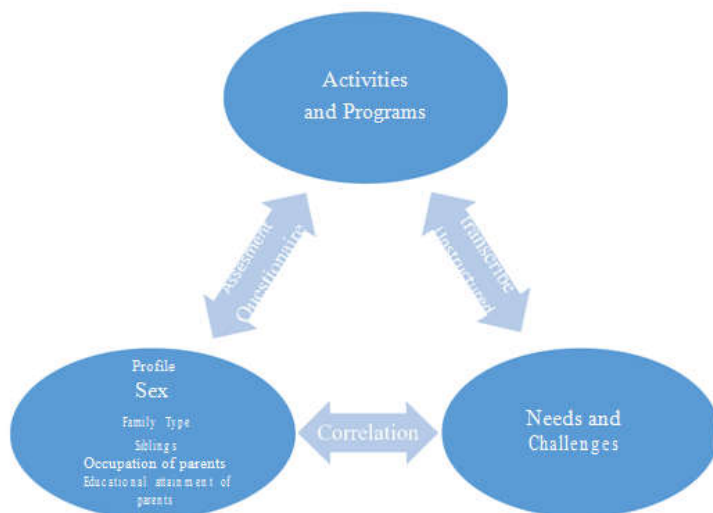


Figure 1. Needs and Challenges of the BPSU-DC Scholars
