

# TES GRANTEES PROFILING AND NEEDS ANALYSIS: BASIS FOR INTERVENTION PROGRAM

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**ABSTRACT:** Students enrolled in tertiary education can get financial assistance through the Tertiary Education Subsidy (TES) program, which is authorized by RA 10931. Students must adhere to the admissions and retention requirements of state universities and colleges in order to qualify for financial aid, and they must not have gone over the maximum residency policy set by higher education institutions (HEIs) [9]. TES program has a good impact on students' persistence in completing their college degrees [1]. It also assists students in being more engaged and focused in their classes and other school activities, all of which contribute to their academic success. Furthermore, the money granted allows students to fund their educational demands while also relieving their financial burden at school. However, as a result of the pandemic, the implementation of the TES program has recently become an issue for the majority of the beneficiaries. This research will aid grantees in resolving their problems through profiling and also by determining the most appropriate intervention program. The researcher aims to create an action plan to improve the TES Program's implementation.

**Keywords:** Financial Assistance, Program, Profiling, Implementation

## INTRODUCTION

The Tertiary Education Subsidy is a grant-in-aid program funded by the government to assist in addressing the financial needs of students enrolled in higher education institutions. It is one of the key parts of Republic Act (RA) 10931, also known as the Universal Access to Quality Tertiary Education Act (UAQTE), which was signed into law by President Duterte on August 3, 2017 [9]. The grant amount for the two semesters is 40,000 for grantees studying State Universities and Colleges. The North Eastern Mindanao State University have 887 TES Grantees for the S.Y. 2021-2022. In order to keep their names on the list of TES Grantees, these students must do well in their studies. They have to succeed in the program's retention requirements.

TES Grantees profiling manages and keeps demographic information about a particular student, which includes also their academic performance. It is essential to the overall operation of the educational system. However, it also improves a school's ability to meet students' needs. Kinam Park argues that profiles are crucial information sources since they indicate the student's learning ability, traits, and condition in addition to primary data [2]. Similarly, a student profile, according to Da Silva, offers strategic information for setting up instructional programs in a university setting [6].

The TES Grantees Profiling is designed to be used by the TES Focal to assist her in performing her duties. This profiling helps her in clustering students in terms of location, enrolled program, and academic performance. By doing this, she would be able to determine what kind of intervention program is needed by the grantees to enhance their academic performance. This study will also determine if the location can affect grantees' academic performance.

## OBJECTIVES

1. To determine the profile of the grantees in terms of their:
  - a. Location
  - b. Course
2. To determine the relationship between the grantee's academic performance and its location.
3. To develop an Action Plan.

## Conceptual Framework

The framework of the study is presented in Figure 1, the IPO (Input-Process-Output) Diagram.

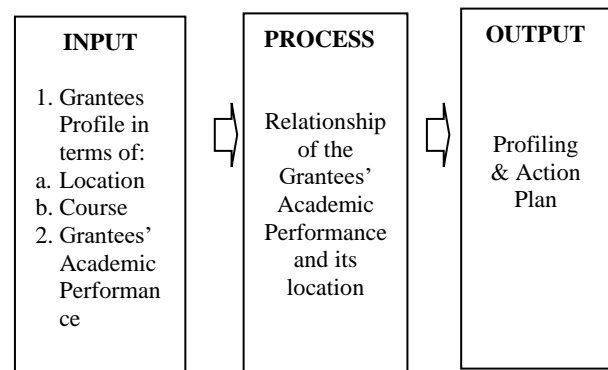


Figure1. IPO Diagram

## METHODOLOGY

The researcher used a quantitative method, with the survey questionnaire as the primary instrument and interviews helping explain and validate responses. The survey was split into two sections. The grantees' profiles were the first part. The goal of determining the challenges they face, and their academic performance was the second part. The data was evaluated using descriptive statistics.

The researcher used the Correlation Method to determine the relationship between the grantee's academic performance and their location. Correlational is an example of a non-methodological approach in which a researcher quantifies two factors and comprehends and evaluates their statistical relationship.

## RESULTS AND DISCUSSION

The study's objectives were to assess the percentage of grant beneficiaries in each Municipality and the relationship between geographic location and academic performance.

Table 1 shows the number of grantees for each program and Municipality. The majority of TES Grant recipients with

39.34% were residents of the Municipality of Cantilan, where the school was situated. Most of these students were enrolled in the Bachelor of Science in Education, Bachelor of Science in Business Administration, and Bachelor of Science in Hospitality Management, three priority programs of North Eastern Mindanao State University (NEMSU).

**Table 1. Percentage of Grantees in Every Municipality**

Municipality	Course	Number of Grantees	Percentage
Bacuag,	BSIT – 2 BSBA – 1	3	0.34%
Barobo	BSCPE – 1	1	0.11%
Bayugan	BSIT – 1	1	0.11%
Buenavista	BSIT – 1	1	0.11%
Cantilan	BTTE/ BTVTED–11 BSBA – 67 BSCPE – 11 BSCS – 21 BSHRM/ BSHM– 44 BSIT – 112 BSINFO – 28 BSED – 55	349	39.34%
Carmen	BTTE/ BTVTED – 2 BSBA – 12 BSCPE – 1 BSCS – 4 BSHRM/ BSHM– 12 BSIT – 35 BSINFO – 7 BSED – 10	83	9.36%
Carrascal	BTTE/ BTVTED – 2 BSBA – 12 BSCPE – 1 BSCS – 4 BSHRM/ BSHM– 12 BSIT – 35 BSINFO – 7 BSED – 10	174	19.62%
Claver	BSIT – 1 BSINFO – 1 BSBA – 1	3	0.34%
Cortez	BSED – 1 BSIT – 4 BSBA – 3 BTTE/ BTVTED – 1 BSCPE – 1	10	1.13%
General Luna	BSBA – 2 BSIT – 2	4	0.45%
Gigaquit	BSED – 1 BSBA – 1 BSIT – 1	3	0.34%
Hinatuan	BSIT – 1 BSHRM/ BSHM – 1	2	0.23%

Lanuza	BTTE/ BTVTED – 4 BSBA – 19 BSCPE – 2 BSCS – 4 BSHRM/ BSHM– 15 BSIT – 46 BSINFO – 4 BSED – 18	112	12.63%
Lingig	BSIT – 1	1	0.11%
Madrid	BTTE/ BTVTED – 7 BSBA – 19 BSCPE – 2 BSCS – 8 BSHRM/ BSHM– 11 BSIT – 46 BSINFO – 10 BSED – 20	123	13.87%
Pilar	BSHRM/ BSHM – 1	1	0.11%
Placer	BSIT – 1	1	0.11%
San Miguel	BTTE/ BTVTED – 1 BSBA – 1 BSIT – 2 BSED – 3	7	0.79%
Surigao City	BSED – 1	1	0.11%
Tago	BSIT – 2	2	0.23%
Tandag	BSBA – 1 BSHRM/ BSHM – 1 BSIT – 1 BSED – 1	4	0.45%
Valencia	BSBA – 1	1	0.11%
<b>TOTAL</b>		<b>887</b>	<b>100%</b>

The data in Table 2 below shows that the student’s geographic location had no impact on their ability for academic performance. Despite being in distant places, the students still received good grades. Therefore, there is no significant relationship.

**Table 2. Relationship between the location and academic performance of the grantees**

Location	N	Mean	Std. Deviation	Eta rho value	Decision	Interpretation
1	175	2.5532	1.36374	0.093	Failed to reject H <sub>0</sub>	No significant relationship
2	348	2.3894	1.32558			
3	123	2.3655	1.36323			
4	83	2.1536	1.20526			
5	112	2.4235	1.30066			
6	27	2.7560	1.47909			
7	19	2.2262	96874			

**Legend:**

- 1 – Carrascal, 2 – Cantilan, 3 – Madrid, 4 – Carmen
- 5 – Lanuza, 6 – Cortes to Lingig, 7 – Surigao del Norte

**CONCLUSION**

The students benefit significantly from the financial aid of UniFAST in various ways. The results demonstrate that even though most of the students passed, they still need to enhance their academic performance. An action plan was developed to address this need.

**Action Plan**

**Table 3. Action Plan**

Schedule	Intervention Program	Purpose	Outcome
Every 1 <sup>st</sup> Month of the School Year	Orientation Program	To educate them of all requirements for claiming the subsidy and to inform them of the rules during validation.	<ul style="list-style-type: none"> <li>Improved understanding on the UniFAST policies and procedures.</li> </ul>
As the need arises	Counselling Program	To assist students in overcoming obstacles, enhancing their mental health and wellbeing, and acquiring the tools and resources need to deal with life's problems.	<ul style="list-style-type: none"> <li>Improved mental and emotional health</li> <li>Enhanced resilience</li> <li>Greater problem solving skills</li> </ul>
Every end of the semester	Financial Literacy Program	To instruct them on how to manage their subsidy effectively.	<ul style="list-style-type: none"> <li>Improved financial decision making</li> <li>Reduced financial stress</li> </ul>
Every 2 <sup>nd</sup> Month of the Semester	Tutoring	To help students better understand concepts they may be struggling with.	<ul style="list-style-type: none"> <li>Improved academic performance</li> </ul>
Every 3 <sup>rd</sup> Month of the Semester	Study skills workshops	Assist students in becoming more effective and efficient.	<ul style="list-style-type: none"> <li>Improved learning habits</li> <li>Enhanced critical thinking skills.</li> </ul>
Every 4 <sup>th</sup> Month of the Semester	Enrichment programs	To develop the students' interests and skills in a particular academic area	<ul style="list-style-type: none"> <li>Enhance creativity</li> <li>Greater cultural awareness</li> <li>Improved academic performance</li> </ul>

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