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Research Article

Exploring the Influence of Quezon City Scholarships on Advancing Educational Equity and Fostering Social Mobility

Rowena L. Gracilla^{1*}, Rona-Jean R. Arreglo¹, Nackelyn D. Bago¹, Kristine Joy E. Romero¹, Jeffrey A. Ulam¹, Bernardino P. Malang², Jocelyn DS. Malang¹

¹World Citi Colleges, Cubao, Quezon City, Philippines

²Bulacan State University, Philippines

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*Corresponding author:

E-mail:

anewor.1080@gmail.com

ABSTRACT

The study, "Exploring the Influence of Quezon City Scholarships on Advancing Educational Equity and Fostering Social Mobility," examines scholarship programs on advancing educational equity and promoting social mobility among Quezon City's underserved communities. Using a mixed-methods approach, it gathered insights from 174 scholarship recipients through surveys and interviews, focusing on how financial aid affects academic achievement, financial stability, and career opportunities. The findings indicate that these scholarships significantly enhance educational access by lowering financial obstacles and fostering long-term social mobility through improved career prospects and economic stability. Respondents expressed a high level of agreement on the program's positive influence, with recommendations to cover non-tuition expenses and expand outreach for underserved groups. Ultimately, the research underscores the value of localized scholarship initiatives in fostering both individual development and broader community growth.

Keywords: *Quezon City Scholarships, Scholarship, Social mobility, Financial, Educational, Underprivileged*

Introduction

Educational equity and social mobility are essential components of both collective and individual success. In numerous urban environments, such as Quezon City, the difference in educational accessibility between achieving these objectives will be extremely difficult

given the differences in socioeconomic groupings. Awards for scholarships have emerged as a vital instrument in tackling these issues by offering students financial support from low-income families, leveling the playing field and improving access to higher education. This study aims to explore the influence of Quezon City scholarships on advancing educational equity

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and fostering social mobility, focusing on the effectiveness and impact of these programs on the local population. Quezon City, as one of the most populous and economically diverse cities in the Philippines, provides a unique context for examining the role of scholarships in educational advancement. The city's scholarship programs, which include both government and private initiatives, are designed to support students who might otherwise be unable to afford higher education. According to Mendoza (2019), these programs have been instrumental in improving academic outcomes and increasing graduation rates among economically disadvantaged students. By alleviating financial barriers, these scholarships enable students to pursue higher education and attain qualifications that can significantly enhance their career prospects.

Scholarship programs play a pivotal role in promoting educational equity and enhancing social mobility, particularly for underprivileged students, by alleviating financial barriers to higher education. Dynarski (2003) emphasizes that need-based scholarships significantly boost college enrollment rates among low-income students, which fosters greater educational opportunities and long-term socioeconomic benefits. In Quezon City, targeted scholarship initiatives have proven effective in bridging gaps for students facing financial constraints, as highlighted by Hoxworth and Steele (2017). Mendoza (2019) further reveals that local scholarship programs in Quezon City have led to improved academic performance and graduation rates among recipients, allowing them to focus on their studies rather than financial worries and mitigating dropout rates, especially among low-income families. This aligns with broader findings from Chetty et al. (2014), indicating that financial aid enhances educational attainment and future income prospects. Long (2008) also points out that scholarships significantly increase lifetime earnings and occupational status, facilitating upward social mobility, which is particularly important in economically stratified urban environments like Quezon City. Additionally, Marquez (2022) notes that scholarship recipients in Quezon City experience better career prospects and quality of life compared to their peers without

similar financial support. The positive impact of scholarships extends beyond individual benefits, fostering community development as educated individuals contribute more effectively to their communities (Card, 1999). Thus, investing in scholarship programs not only empowers individuals but also promotes broader social and economic development.

In addition, research underscores the broader impact of scholarships on social mobility. Long (2008) finds that financial aid can lead to increased lifetime income and enhanced professional opportunities, which is essential in promoting upward social mobility in economically diverse areas like Quezon City. Recent studies by Bayudan-Dacuycuy and Baje (2023) indicate that scholarships improve not only academic success but also long-term economic stability and career growth among recipients from marginalized communities in Metro Manila, reinforcing the broader social value of financial support. Scholarship effectiveness, however, varies based on local dynamics such as economic conditions, resource availability, and specific community needs (Chetty et al., 2014). By focusing on local dynamics, this study seeks to provide a detailed examination of Quezon City's scholarship programs and their contributions to educational equity and social mobility, generating insights that could be applied to enhance policy and program effectiveness.

The study aims to explore the impact of Quezon City (QC) scholarships on educational equity and social mobility, focusing on the perceptions of scholarship recipients and areas for improvement. It seeks to answer several questions regarding the demographic profiles of recipients, the contributions of these scholarships to marginalized communities, their effects on long-term social mobility and economic prospects, and the relationship between the type of scholarship awarded and its perceived impact. By identifying beneficiaries' perceptions and providing recommendations for enhancing scholarship design and implementation, the research aspires to highlight how QC scholarships can bridge educational gaps and promote social mobility.

This research is based on Pierre Bourdieu's (1986) theory of social reproduction, which

claims that an individual's capacity to get an education and reach social mobility is heavily influenced by their social and economic capital. According to Bourdieu, educational institutions frequently serve to uphold the social inequalities that already exist, making it more difficult for excluded groups to move up in society. Government initiatives like scholarships, on the other hand, may overcome this trend by giving those in need the chance to pursue higher education, which is essential to ending the cycle of poverty. In connection with Quezon City's scholarship programs, it highlights the role of financial aid and educational support in reducing economic disparity. These scholarships help disadvantaged students overcome financial barriers, gain better educational opportunities, and enhance their "cultural" and "economic capital," breaking the cycle of social reproduction. By offering equal opportunities to low-income students, these programs promote social mobility and reduce inequities. The human capital theory of Becker (1964), which states that investing in education increases a person's productivity and earning potential and hence promotes social mobility, is also incorporated into the study. This research aims to figure out how these theories apply within the local environment, namely in supporting educational fairness and social mobility, by examining Quezon City's scholarship programs.

The scope of the study is specifically limited to Quezon City's scholarship programs, excluding similar initiatives from other regions or national programs to maintain context-specific insights. Data will be gathered through questionnaires, interviews, and secondary analyses to assess the scholarships' effectiveness in reducing educational disparities. While the research faces limitations, such as potential biases from self-reported data and challenges in achieving the desired respondent numbers, it aims to provide significant insights for various stakeholders, including prospective scholarship recipients, local and national government agencies, educational institutions, and non-profit organizations. Ultimately, the study aspires to contribute to the discourse on educational equity and social mobility while raising awareness of the vital role scholarships play in fostering these ideals.

Methodology

In the study titled "*Exploring the Influence of Quezon City Scholarships on Advancing Educational Equity and Fostering Social Mobility*," a structured methodology was employed to gather data through questionnaires targeting various respondents. This approach aimed to capture a wide range of perspectives on the impact of scholarship programs.

Research Design

In the study titled "*Exploring the Influence of Quezon City Scholarships on Advancing Educational Equity and Fostering Social Mobility*," a structured methodology was employed to gather data through questionnaires targeting various respondents. This approach aimed to capture a wide range of perspectives on the impact of scholarship programs.

The survey included both closed-ended and open-ended questions. Closed-ended questions were used to collect demographic information, academic achievements, and work status, while open-ended questions allowed respondents to share personal experiences, obstacles, and benefits they encountered through the scholarships.

Population and Sampling

The study's demographic focused on current and former Quezon City scholarship recipients at both secondary and higher levels of schooling. These individuals came from various socioeconomic backgrounds, with a special emphasis on low-income students, as they were the primary recipients of scholarships aimed at promoting educational fairness. To obtain a more comprehensive view of the scholarship program's impact, educators, administrators, and lawmakers were also included. This group was critical for investigating the scholarship program's role in expanding educational opportunities and increasing social mobility in the city (Creswell and Creswell, 2018).

A purposive sampling strategy was initially employed to select respondents who met specific criteria relevant to the research objectives. The initial sample included at least 100 scholarship recipients and involved educators or administrators responsible for overseeing these grants. This approach ensured the selected

individuals could provide insight into the scholarship program's impact on educational outcomes and social mobility (Patton, 2015).

Due to time and logistical constraints, the study also employed snowball sampling to reach additional scholarship recipients not readily accessible through official records. In this process, initial participants—identified through purposive sampling and verified as current or former scholarship beneficiaries—were asked to recommend peers or acquaintances who had also received scholarships. This peer referral approach allowed the researchers to broaden their respondent base by leveraging the social networks of existing participants. As a result, the snowball sampling effectively added previously unidentified scholarship recipients to the study, enriching the diversity of perspectives on the program's effects and bolstering the sample's representation of various demographics and experiences.

This dual-sampling approach enabled a robust and multifaceted view of the scholarship program, capturing key characteristics of the target population and thereby enhancing the study's relevance and accuracy despite constraints in sample size and reach.

Respondents of the Study

The study's respondents included 174 Quezon City residents, also known as QCitizens, who had benefited from the city's scholarship programs. This group represented a broad demographic, including students from both secondary and university levels of education and various socioeconomic backgrounds, particularly low-income households. The respondents were chosen to represent a diverse variety of experiences and viewpoints on how scholarship programs have influenced their educational opportunities and social mobility. Educators and administrators involved in the management of the scholarships also participated, offering insights into how the program was managed and perceived.

The researchers determined that the sample size of 174 respondents was statistically significant, giving a solid foundation for studying the impact of Quezon City scholarships on educational equity and social mobility. Although the research initially sought a larger

sample size, the data gathered from these respondents was deemed sufficient to draw relevant findings because it reflected the fundamental features of the scholarship recipients. This varied and inclusive respondent pool allowed for a full examination of the program's impact, contributing to a more nuanced understanding of its triumphs and challenges in promoting social mobility (Creswell & Creswell, 2018; Fraenkel, Wallen, & Hyun, 2019).

Research Instrument

The study used online surveys as the primary data collection method, with in-person interviews conducted in select cases to ensure accessibility and maintain participant confidentiality. A Likert Scale Questionnaire was the main instrument utilized in this study to gather data in order to examine the impact of Quezon City (QC) scholarships on educational equity and social mobility. The purpose of the questionnaire was to find out how beneficiaries perceive the scholarship program has impacted many facets of their social, financial, and academic experiences. Respondents indicated the degree to which they agreed or disagreed with various statements related to the impact of the scholarship program on their social, financial, and academic experiences. The Likert scale ranged from 1 (Strongly Disagree) to 4 (Strongly Agree), providing quantitative insights into the perceived benefits and challenges of the scholarships. A number of factors, including access to education, academic achievement, financial stability, and social mobility, are included in the questionnaire in relation to the main themes of the study. Multiple statements addressing various aspects of the influence of the scholarship are used to represent each indicator. Statements, for instance, discuss the degree to which the scholarship lowered barriers related to finances, boosted employment options, improved academic performance, and promoted upward social mobility. With this methodical methodology, a thorough assessment of how QC scholarships are seen to achieve their objectives of advancing educational justice and providing opportunities for underprivileged students to flourish both socially and economically is guaranteed.

Data Gathering Procedure

The following data gathering procedure was implemented using closed-ended questionnaires to ensure the systematic and effective collection of information from respondents, and simple random sampling was used to collect data from a population of 1,118, aiming for a sample size of 174. A structured closed-ended questionnaire was developed, consisting of multiple-choice questions, Likert scale items, and yes/no questions. The questionnaire covered key areas such as demographic information, access to education, perceived benefits, obstacles faced by recipients, and recommendations for the improvement of the scholarship.

A Slovin's Strategy was utilized to ensure diverse representation among scholarship recipients. Respondents were identified through various channels, including educational institutions, community organizations, and local government offices. Invitations to participate in the study were sent via email, social media, and direct outreach.

Questionnaires were primarily distributed electronically using Google Forms to ensure accessibility and ease of use. Links to the questionnaire were shared via email and social media platforms. For respondents without internet access and Gmail accounts, paper questionnaires were printed and distributed in person at community events, schools, or through educational institutions. Prior to completing the questionnaire, respondents received an introductory statement explaining the study's purpose, the voluntary nature of participation, and assurances of confidentiality. Informed consent was obtained electronically for online respondents and via a signed consent form for those completing paper questionnaires. Data collection took place over a period from September 24 to October 04, 2024, to allow sufficient time for respondents to complete the questionnaires. Regular reminders were sent to encourage participation. The researchers sent reminders at two-day intervals via email and social media. Follow-up calls were made to respondents with previously low response rates. The researchers monitored the response rate throughout the data collection period, making follow-up contact where necessary to encourage additional responses and ensure a diverse

and representative sample. Upon completion of the data collection period, the responses were compiled and organized for analysis. Electronic data was securely stored, and paper responses were digitized if necessary. A preliminary review of the collected data was conducted to identify any incomplete responses or anomalies that needed addressing before analysis.

This data gathering procedure aimed to systematically collect comprehensive and relevant data through questionnaires, enabling the researchers to effectively explore the influence of Quezon City scholarships on educational equity and social mobility.

Validity and Reliability

This research aimed to assess the impact of Quezon City scholarships on educational equity and social mobility. To ensure the validity and reliability of the findings, a mixed-methods approach was used, combining qualitative and quantitative data collection methods. Triangulation and expert review were employed to verify the accuracy of the data, while standardized procedures and a pilot study were conducted to ensure consistency. Statistical tests were also used to assess the reliability of the quantitative data.

Ethical considerations

The study adhered to a number of ethical considerations, as the respondents were human participants.

- Informed consent was obtained from scholarship recipients, program administrators, and respondents.
- Participants were informed about research purpose, objectives, and potential outcomes.
- Participation was voluntary and could be withdrawn at any time.
- Personal data and responses were anonymized for confidentiality.

To protect participants' anonymity, each respondent was assigned a unique code, which replaced personal identifiers in the data set. Responses were stored in encrypted digital files, accessible only to authorized researchers, and reported only in aggregate or anonymized

formats. No individual's responses were linked to identifying information in published results.

- Coercion or undue influence was avoided, especially with vulnerable groups.
- Respondents were ensured to feel safe and respected during interviews and surveys.
- Research undergoes review and approval from an ethics committee or institutional review board.
- The study was committed to minimizing risks and harm while providing insights into Quezon City's scholarship programs.

Statistical Treatment of Data

We subjected the collected data for this study to both descriptive and inferential statistical analysis to determine the influence of Quezon City scholarships on educational equity and social mobility. We employed descriptive statistics, such as frequency counts, percentages, means, and standard deviations, to assess respondents' demographics and determine the distribution of critical characteristics like academic performance, socioeconomic position, and scholarship retention rates (Pallant, 2020). These metrics gave an initial overview of the scholarship winners' origins and educational outcomes, allowing for the identification of patterns and trends relevant to the study's objectives.

The inferential analysis used multiple statistical approaches to test hypotheses and investigate connections between variables. We used Pearson correlation analysis to determine the degree and direction of correlations between scholarship support and several social mobility variables, such as academic achievement, financial stability, graduation rates, and employment outcomes (Field, 2018). This research played a crucial role in establishing the strength of the relationship between these variables, such as the direct correlation between scholarship funding and increased career opportunities or financial independence.

By examining how demographic factors such as household income, gender, and school type affect academic success and access to higher education, researchers used regression analysis to predict the extent to which scholarships promote educational fairness (Tabachnick & Fidell, 2019). This strategy allowed for a

more in-depth study of how scholarships influenced these variables' contributions to gains in educational equity and social mobility. Pearson correlation and regression analysis were used together to show how scholarship programs affect relationships and predictions, which proved that the patterns in the data were significant.

Lastly, Braun & Clarke (2006) used thematic analysis on qualitative data from focus groups and interviews to uncover common patterns about recipients' personal experiences with the scholarship program. This qualitative analysis gave a comprehensive approach to scholarship recipients' lived experiences, revealing light on perceived difficulties, enablers of social mobility, and the program's overall influence on students' lives. By integrating qualitative and quantitative findings, the study provided a thorough picture of how Quezon City scholarships promote educational equity, socioeconomic mobility, and contribute to larger educational social justice initiatives.

Result and Discussion

This study's findings can help strengthen the Quezon City scholarship program to promote educational equity and social mobility. Frequency distributions, mean scores, and cross-tabulations show scholarship access and academic outcomes patterns, revealing the program's strengths and weaknesses. If data show poorer retention rates or academic issues for minority students, program administrators may enhance tutoring or academic counseling to fill these gaps. We can also change funding allocation based on the mean scores of scholarship recipients' financial issues to better assist students facing major economic barriers to education (Braun & Clarke, 2006). Policymakers can tailor the scholarship program to disadvantaged students' needs using data to improve academic performance and retention.

Interviews and focus groups provide a platform for scholarship beneficiaries to share their personal experiences and problems, thereby complementing quantitative data. These findings allow policymakers to address academic and social hurdles to students' education. If students identify transportation or professional development issues, the scholarship

program could include stipends for commuting or agreements with local firms to offer internships and career training. Social mobility theory states that education helps people transcend poverty (Hout, 2012). These scholarship program improvements would enable students to achieve academic and socioeconomic success by removing financial and experience hurdles, boosting marginalized populations' upward mobility.

Figure 1 shows the Profile of the respondents in terms of Social Class. A total of 174 people are divided into four socioeconomic classes using the data presented. Employed Individuals have the highest percentage (83, or 48%), followed by Students (69, or 40%). Furthermore, 21 Unemployed People (about 12%) and lastly the working student have the lowest with only one (1) respondent.

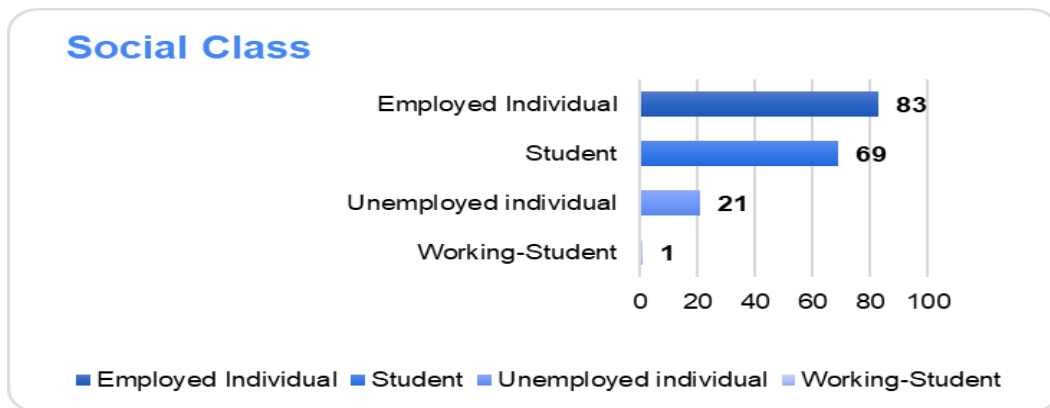


Figure 1. Profile of the respondents in terms of Social Class

In figure 2, 51.72% of the recipients are enrolled in postgraduate programs, while 25.29% are pursuing tertiary education, according to the data. Of the beneficiaries, about 20.12% are

senior high school and vocational students. A smaller portion of the total is made up of the remaining recipients, who are classified as Cash Assistance and N/A.

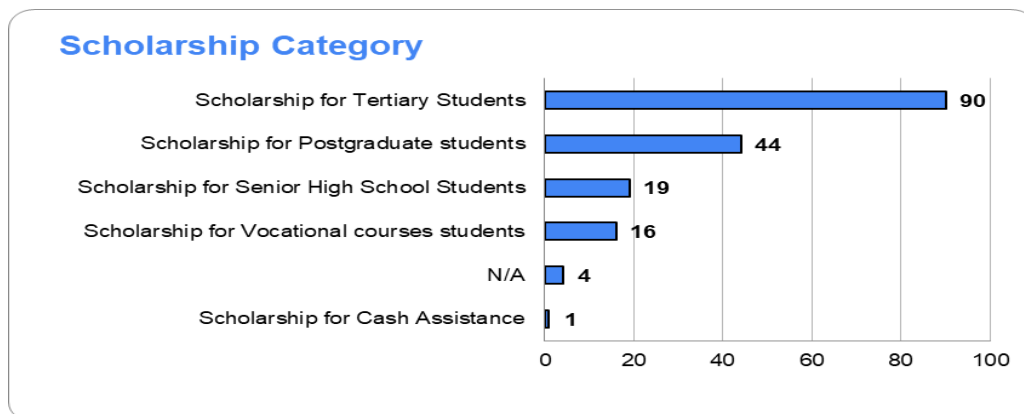


Figure 2. Profile of the respondents in terms of Scholarship Category

In figure 3, The scholarship classification distribution among the 174 grantees is displayed in figure 3. Most beneficiaries (63.79%) were awarded need-based scholarships, with

merit-based scholarships coming in second (32.76%). There was only one recipient who was employed, and a tiny portion (2.30%) was classified as "N/A".

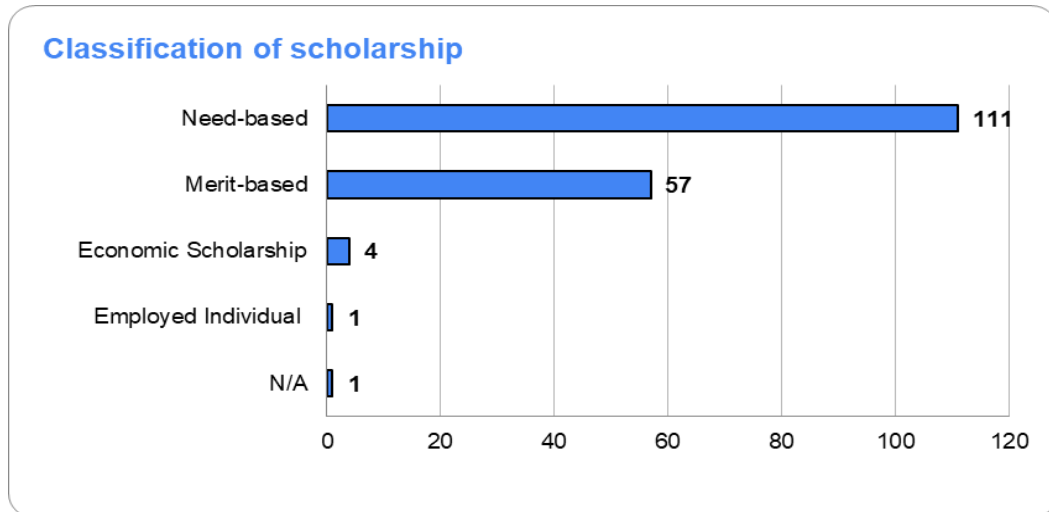


Figure 3. Profile of the respondents in terms of Classification of Scholarship

In Figure 4, it shows the Primary reason for applying for the scholarship. Financial need was cited by 63.79% of respondents as the most frequent explanation. Academic success (17.24%) and particular career or professional objectives (14.94%) were additional noteworthy

explanations. Lesser numbers of respondents mentioned being instructed by their principal (0.58%), academic and financial reasons (0.58%), and personal interest or passion (2.30%). For financial concerns, only one person applied.

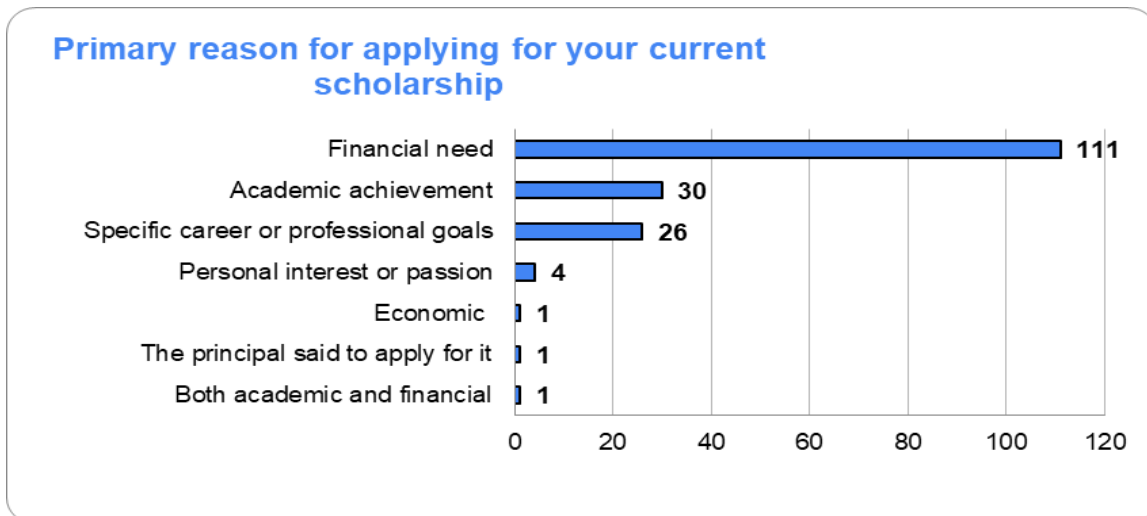


Figure 4. Profile of the respondents in terms of primary reason for applying the scholarship

Table 1 indicates a strong affirmative response to the question of how effectively the QC

scholarship has improved access to education for marginalized communities.

Table 1. How effectively the QC scholarship has improved access to education for marginalized communities

Indicators	Particulars	W. Mean	SD	Interpretation
Financial Access	2.1. The QC scholarship has made education more affordable for students from marginalized communities.	3.57	0.54	Strongly Agree
	2.2. Without the QC scholarship, I would not have been able to afford my education.	3.17	0.69	Agree
	2.3. The QC scholarship minimizes the financial challenges that typically prevent students from marginalized backgrounds from attending school?	3.43	0.54	Strongly Agree
Sub-total		3.39	0.59	Strongly Agree
Academic Opportunities	2.4. The QC scholarship has opened up more academic opportunities for students from marginalized communities.	3.44	0.52	Strongly Agree
	2.5 The scholarship has enabled students from marginalized backgrounds to seek higher education in fields that were previously unattainable.	3.39	0.56	Strongly Agree
	2.6 I have been able to seek additional academic programs (such as internships, research, or specialized courses) thanks to the QC scholarship.	3.33	0.51	Strongly Agree
Sub-total		3.39	0.53	Strongly Agree
Community Outreach and Inclusion	2.7 The QC scholarship program regularly reaches out to marginalized communities to ensure they are aware of scholarship opportunities.	3.32	0.57	Strongly Agree
	2.8 The QC scholarship has made a meaningful contribution toward fostering the inclusion of marginalized students in higher education.	3.43	0.54	Strongly Agree
	2.9 The QC scholarship program has encouraged more students from marginalized communities to apply for and seek higher education.	3.44	0.53	Strongly Agree
Sub-total		3.39	0.55	Strongly Agree
Geographical Accessibility	2.10 The QC scholarship has improved access to education for students in rural or remote areas.	3.35	0.58	Strongly Agree
	2.11 The scholarship has been instrumental in helping students from geographically disadvantaged communities access higher education institutions.	3.40	0.56	Strongly Agree
	2.12 The QC scholarship program addresses the particular needs of students from communities with limited educational resources.	3.39	0.54	Strongly Agree
Sub-total		3.38	0.56	Strongly Agree
Overall		3.39	0.56	Strongly Agree

Legend: Strongly Disagree (1.00-1.75), Disagree (1.76-2.50), Agree (2.51-3.25), Strongly Agree (3.26-4.00)

Across all four areas of evaluation—financial access, academic opportunities, community outreach and inclusion, and geographical accessibility—respondents recorded a mean score of 3.39 for financial access, academic opportunities, and community outreach and inclusion, with a slightly lower mean of 3.38 for geographical accessibility. All scores fall within the "strongly agree" range, reflecting a robust consensus among participants that these scholarships significantly enhance their educational

experiences. The relatively low standard deviations (0.59 for financial access, 0.53 for academic opportunities, 0.55 for community outreach and inclusion, and 0.56 for geographic accessibility) indicate a close alignment of respondents' perceptions, with minimal variation in opinions. With an overall mean of 3.39, respondents overwhelmingly express strong agreement regarding the effectiveness of the scholarships in enhancing various aspects of educational access. The overall standard

deviation of 0.56 indicates a high degree of agreement among participants, demonstrating a close alignment of their opinions. Overall, these findings strongly suggest that Quezon City scholarships have made a meaningful contribution to improving educational access for

marginalized communities, effectively addressing financial barriers, expanding academic opportunities, promoting community inclusion, and enhancing geographical access to educational institutions.

Table 2. The impact of QC scholarship programs on participants' long-term social mobility and economic prospects.

Indicators	Particulars	W. Mean	SD	Interpretation
Career Progression	3.1 The QC scholarship has helped to my ability to develop in my career	3.37	0.60	Strongly Agree
	3.2 I have experienced faster career development compared to peers who did not receive the QC scholarship.	3.01	0.75	Agree
	3.3 The skills and credentials I gained through the QC scholarship have made me more competitive in the job market.	3.22	0.64	Agree
Sub-total		3.20	0.66	Agree
Financial Independence	3.4 The QC scholarship assisted me achieve long-term financial independence after graduation.	3.17	0.70	Agree
	3.5 I have been able to sustain a stable income because of the opportunities provided by the QC scholarship.	3.17	0.63	Agree
	3.6 The QC scholarship has allowed me to build financial stability that I otherwise might not have been able to achieve.	3.13	0.65	Agree
Sub-total		3.16	0.66	Agree
Social and Professional Network Expansion	3.7 The QC scholarship has helped me connect with valuable social and professional networks that have enhanced my career prospects.	3.21	0.61	Agree
	3.8 I have gained valuable mentors and industry contacts as a result of receiving the QC scholarship.	3.16	0.66	Agree
	3.9 My social mobility has increased because of the expanded networks provided through the QC scholarship program.	3.17	0.64	Agree
Sub-total		3.18	0.64	Agree
Quality of Life Improvements	3.10 The QC scholarship has significantly improved my overall quality of life.	3.25	0.59	Agree
	3.11 The QC scholarship has given me financial and educational opportunities that have increased my confidence in my future chances.	3.27	0.59	Strongly Agree
	3.12 The QC scholarship has improved both my financial stability and my satisfaction with life.	3.22	0.61	Agree
Sub-total		3.25	0.60	Agree
Overall		3.20	0.64	Agree

Legend: Strongly Disagree (1.00-1.75), Disagree (1.76-2.50), Agree (2.51-3.25), Strongly Agree (3.26-4.00)

Table 2 provides valuable insights into how QC scholarship programs impact the long-term social mobility and economic prospects of recipients. With mean scores indicating agreement across all evaluated areas—Career Progression (3.20), Financial Independence (3.16), Social and Professional Network Expansion

(3.18), and Quality of Life Improvements (3.25)—respondents perceive these scholarships as beneficial in enhancing their career and economic outcomes. The standard deviations, ranging from 0.60 to 0.66, suggest a moderate consistency in these perceptions, indicating that while there are slight variations in

individual experiences, there is a general consensus among recipients regarding the positive effects of the scholarships. With an overall mean of 3.20, respondents generally agree that these scholarship programs contribute positively to various aspects of their lives. Specifically, the mean scores for Career Progression (3.20), Financial Independence (3.16), Social and Professional Network Expansion (3.18), and Quality of Life Improvements (3.25) all indicate agreement, suggesting that recipients feel these scholarships have tangible benefits in

their careers and personal development. The standard deviations, ranging from 0.64 to 0.66, reflect a moderate level of agreement among respondents, indicating some consistency in their experiences, though with slight variability. Overall, these results suggest that QC scholarship programs play a significant role in enhancing the social mobility and economic prospects of their recipients, fostering greater career advancement, financial stability, professional networking opportunities, and improved quality of life.

Table 3. The impact of QC scholarships on the academic performance, financial stability, and career chances of the beneficiaries

Indicators	Particulars	W. Mean	SD	Interpretation
Academic Performance	4.1 The QC scholarship has positively impacted my academic performance.	3.37	0.55	Strongly Agree
	4.2 I have been able to focus more on my studies because of the financial support provided by the QC scholarship.	3.37	0.53	Strongly Agree
	4.3 The QC scholarship has enabled me to access academic resources (e.g., books, technology) that have improved my performance.	3.32	0.59	Strongly Agree
Sub-total		3.35	0.55	Strongly Agree
Financial Stability	4.4 The QC scholarship has contributed to my long-term financial stability during and after my studies.	3.25	0.64	Agree
	4.5 I feel more financially secure because the QC scholarship reduced my financial burdens during my education.	3.34	0.61	Strongly Agree
	4.6 The QC scholarship helped me avoid student loans, which has contributed to my financial independence after graduation.	3.34	0.62	Strongly Agree
Sub-total		3.31	0.62	Strongly Agree
Career Opportunities	4.7 The QC scholarship has provided me with career opportunities I would not have had otherwise.	3.24	0.64	Agree
	4.8 I have been able to pursue internships, job placements, or networking opportunities because of the QC scholarship.	3.23	0.60	Agree
	4.9 The QC scholarship has made me more competitive in the job market.	3.24	0.66	Agree
Sub-total		3.24	0.63	Agree
Overall		3.30	0.60	Strongly Agree

Legend: Strongly Disagree (1.00-1.75), Disagree (1.76-2.50), Agree (2.51-3.25), Strongly Agree (3.26-4.00)

Table 3 reveals significant insights into how QC scholarships have influenced the academic performance, financial stability, and career opportunities of beneficiaries. With an overall mean of 3.30, respondents strongly agree that these scholarships have a positive impact on their lives. Specifically, the mean score for academic performance is 3.35, indicating strong

agreement that the scholarships have contributed to improved academic outcomes. Similarly, the mean for financial stability is 3.31, also reflecting strong agreement that the scholarships enhance financial security. In contrast, the mean score for career opportunities is slightly lower at 3.24, which falls into the "agree" category, suggesting that while the

scholarships positively influence career prospects, there may be room for further enhancement in this area. The standard deviations, which range from 0.55 to 0.63, indicate a moderate level of consensus among respondents, suggesting that experiences may vary, but there is general alignment in perceptions of the

scholarships' impact. Overall, these findings underscore the crucial role that QC scholarships play in supporting beneficiaries' academic achievements and financial well-being while also fostering career opportunities, thereby contributing to their overall social mobility and economic prospects.

Table 4. Beneficiaries' perceptions of the efficiency of the QC scholarship in resolving challenges to education and social development

Indicators	Particulars	W. Mean	SD	Interpretation
Removal of Financial Barriers	5.1 The QC scholarship has significantly decreased my financial barriers to pursue study.	3.30	0.56	Strongly Agree
	5.2 The QC scholarship helped me complete my education by providing financial support.	3.42	0.53	Strongly Agree
	5.3 Without the QC scholarship, I could not have afforded my studies	3.22	0.69	Agree
Sub-total		3.31	0.59	Strongly Agree
Access to Educational Resources	5.4 The QC scholarship has given me access to important educational tools like books, technology, and study materials	3.26	0.57	Strongly Agree
	5.4 I was able to engage in academic programs (e.g., internships, workshops) because of the QC scholarship.	3.19	0.64	Agree
	5.5 The QC scholarship enhanced my access to quality education, which would have been difficult without financial assistance.	3.33	0.54	Strongly Agree
Sub-total		3.26	0.58	Strongly Agree
Social Advancement Opportunities	5.6 The QC scholarship has increased my chances of social mobility and economic advancement	3.27	0.60	Strongly Agree
	5.7 The QC scholarship has enabled me to improve socially and professionally.	3.32	0.58	Strongly Agree
	5.8 The QC scholarship has helped me overcome barriers to both academic and social progress	3.31	0.57	Strongly Agree
Sub-total		3.30	0.58	Strongly Agree
Overall		3.29	0.59	Strongly Agree

Legend: Strongly Disagree (1.00-1.75), Disagree (1.76-2.50), Agree (2.51-3.25), Strongly Agree (3.26-4.00)

Table 4 provides strong insights into beneficiaries' perceptions of the effectiveness of QC scholarships in addressing barriers to education and social advancement. With an overall mean of 3.29, respondents strongly agree that the scholarships significantly help in overcoming these barriers. The specific areas assessed show similar results: the removal of financial barriers received a mean score of 3.31, while access to educational resources scored 3.26, and social advancement opportunities garnered a mean score of 3.30. All scores fall within the "strongly agree" range, indicating a consensus among beneficiaries about the

positive impact of the scholarships. The standard deviations, which are consistently low at 0.58 and 0.59, suggest a high level of agreement among respondents, reflecting minimal variability in their perceptions. These findings collectively suggest that QC scholarships play a critical role in alleviating financial obstacles, enhancing access to essential educational resources, and creating opportunities for social advancement. Overall, the data underscores the effectiveness of QC scholarships in facilitating greater educational equity and fostering social mobility for beneficiaries.

Table 5. Potential recommendations for improving the design and implementation of QC scholarship programs in advancing educational equity and fostering social mobility.

Improvements to further enhance the effectiveness QC scholarship programs	Total	% Total	Rank
QC scholarships should include more non-tuition fees including accommodation, transportation, and study supplies	126	16.20%	1
Expanding the financial support offered by QC scholarships would allow students to concentrate on their studies	104	13.37%	2
Providing academic assistance and mental health services in addition to scholarships would improve the performance of students	98	12.60%	3
The QC scholarship program should provide more flexible financing choices to accommodate the different needs of students	98	12.60%	4
QC scholarships should provide recipients with greater mentorship, counseling, and career providing guidance services	76	9.77%	5
The selection criteria for QC scholarships should be updated to better meet the requirements of students from all socioeconomic backgrounds	75	9.64%	6
Expanding outreach efforts to disadvantaged and distant areas would increase the availability of QC scholarships for people with need	73	9.38%	7
The QC scholarship application procedure should be simplified in order to reach more disadvantaged students	69	8.87%	8
QC scholarship recipients would benefit from increased networking and internship opportunities as part of the program	59	7.58%	9
Grand Total	778	100.00%	

The table presents potential enhancements for Quezon City (QC) scholarship programs, incorporating 778 responses to various suggestions. 16.20% of respondents (126) selected the most popular improvement, which suggests covering extra non-tuition costs like accommodation, transportation, and study materials. 104 respondents, or 13.37% of the sample, then emphasized the significance of increasing financial aid to enable students to concentrate on their studies. Third-placed (12.60%) of 98 replies were academic support and mental health services, while 12.60% also recommended providing more flexible financing alternatives to accommodate a range of student needs. These top four enhancements demonstrate a strong desire for more comprehensive financial coverage and support services that go beyond tuition fees, addressing students' emotional and financial health in order to improve their academic success.

Conclusions

This study powerfully illustrates the transformative impact of QC scholarships on educational access and social mobility within

marginalized communities. The data clearly shows that recipients perceive these scholarships as highly effective in removing educational barriers. With a strong average agreement score of 3.39 across crucial areas like financial access, academic opportunities, community outreach, and geographic accessibility, beneficiaries consistently affirm the scholarships' positive influence on their educational journeys. The low standard deviations further underscore this consensus, highlighting a shared understanding of the program's benefits.

Importantly, the study's findings extend beyond immediate educational access to encompass long-term social and economic advancement. Recipients report significant improvements in career progression, financial independence, social and professional networks, and overall quality of life. This underscores the role of QC scholarships as catalysts for upward mobility, empowering individuals and strengthening communities.

By directly addressing financial constraints, expanding access to educational resources, and creating pathways for social advancement,

these scholarships are instrumental in fostering educational equity. This commitment to inclusivity not only benefits individual recipients but also contributes to a more just and equitable society. Investing in the education of marginalized communities yields far-reaching returns, promoting economic growth, reducing social disparities, and building a stronger, more vibrant community as a whole.

This research provides compelling evidence for the continued support and expansion of QC scholarships. By investing in these programs, we invest in the potential of individuals and communities, fostering a more inclusive and prosperous future for all.

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