

The Scholars Profile and Perspectives on the Eduardo Conjuangco Project-Flagships to Reach Education Excellence (ECF-Project FREE): An Analysis

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— *Review of* —
**Integrative
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Introduction

“I believe that education is a gateway leading to the transformation of the lives of our young people ... As a parent and a grandparent, I see how important a good education and good teachers are in inspiring children and giving them the foundation they need to lead rich and productive lives.” These are the kind words of Ambassador Educardo Cojuangco Jr during the launching of the Educardo Cojuangco Foundation-Project Flagships to Reach Educational Excellence (ECF Project-FREE). The project benefactor laid down the purpose by which the project was conceptualized and is now running on its second year. In his speech, he said that he looks forward to seeing his beloved home province, Tarlac, to have the most qualified and the best-performing public elementary and secondary teachers in the entire Philippines. The ECF Project-FREE, according to him, is his family’s tribute to Tarlaqueno teachers.

ECE Project-FREE was conceptualized sometime in May of 2010. The project is aimed at sending the teachers of the Department of Education (DepEd) to school to pursue graduate studies, both in the Master and Doctoral programs. It is the belief of the project benefactor that to empower the students of the country, there is a need to start empowering the classroom teachers first. In so doing, the project does not only focus on the skills that the teachers need to acquire, but more so, it is focus on the re-orientation of teachers’ values in order to teach the minds, touch the hearts of the students and transform their lives.

The DepEd teachers were chosen from all three districts of Tarlac Province. Qualifying examinations were given to choose the best teachers for the project. There are about 1,800 scholars that qualified for the first term of the project. Scholars were grouped according to their specialization. The graduate programs include Doctor in Education, Master in Educational Management and Master of Arts in Teaching majoring in various specializations. Recently, a new program was added, the Master of Arts in Teaching Early Childhood Education. The additional program is intended to prepare the schools with the implementation of K-12 program of DepEd.

With the noble purpose of the project and with the involvement of most of the teachers in the Province of Tarlac, it is the utmost desire of the researchers to contribute to the attainment of the project. Thus, this research was conducted.

Statement of the Problem

Specifically the study sought to find answers to the following questions:

- 1) How are the respondents described in terms of:
 - 1.1 Sex

- 1.2 Age
- 1.3 Type of School
- 1.4 School District
- 1.5 Position in School
- 1.6 Number of years in service
- 1.7 Area of Specialization/major
- 1.8 Honors Received
- 1.9 Programs Enrolled in
- 2) What are the reasons of the scholars in applying to the Project Free Scholarship?
- 3) How can the perspective of the scholars on Project FREE be described?
- 4) What are the problems encountered by the scholars?
- 5) What is the impact of the project to the teacher-scholars on the following areas:
 - 5.1 behavior
 - 5.2 aspirations
 - 5.5 attitude towards life
- 6) What are the recommendations of the respondents to ensure attainment of the purpose of the project?

Methods and Materials

Descriptive survey method was used in analyzing the data gathered and presented. The main instrument used to gather data was questionnaire. The questionnaire was formulated following the specific problems to ensure that all needed data were gathered. Inputs from faculty and students were used in the formulation of the questionnaires. Interviews were conducted to verify data gathered from respondents through the questionnaire. Observations were also used to ensure reliability of data gathered.

Presentation of Data

The ECF-Project Free comprises of **1,529** scholars coming from various schools in the Province of Tarlac. These are teachers from Elementary and Secondary schools. There were **1,150** scholars who answered the questionnaire. They represent **75%** of the total scholars. Their profile is presented on the following tables:

Table 1
Profile According to Sex

There are more female scholars than male scholars of the ECF Project-Free. Table I reveals that 81.65% are female and only 18.30% are male.

Sex	f	Percentage
Female	939	81.65
Male	211	18.30
Total	1150	100

Table 2
Profile According to Age

Age bracket	f	Percentage
20-29 years	242	21.00
30-39 years	544	47.30
40-49 years	330	28.70
50-59 years	31	2.70
60 and above	3	.30
Total	1150	100

The project initially required that there be no scholar with an age of 50 years and above. However, due to requests from DepEd to accommodate those who are willing to learn and are considered very committed to the teaching profession, the project accepted scholars with the age of 50 years and above. As revealed in Table 2, there are 31 scholars representing 2.70% of the respondents whose age is between 50 years to 59 years. There are 3 or .30% of the respondents whose age is 60 years and above. These are teachers who are willing to pursue higher education and contribute to the attainment of transforming lives of the students that they teach while they are still in the service

There are 242 scholars representing 21% of the respondents whose age is from 20 years to 29 years old. There are 544 scholars or 47.30% of the respondents whose age is from 30 years to 39 years. On the other hand, there are 330 scholars or 28.70% of the respondents whose age is between 40 years to 49 years. It could be learned from the table that most of the respondents with the age between 20 to 59 years could still touch so many hearts and transform so many lives of students as they opt to spend their service in the teaching profession.

Table 3
Profile According to the Type of School

Type of School	f	Percentage
Elementary School	826	71.80
High School	324	28.20
Total	1150	100

Majority of the respondents representing 71.80% of them are elementary school teachers. There are 28.20% who are High School teachers.

The Province of Tarlac has three districts. It is the aim of the ECF Project-Free to reach out to all teachers of the whole province. Thus, the research also looked into the district from where the teachers are coming from. The data are presented on Table 4.

Table 4
Profile According to School District

School District	f	Percentage
First	414	36.00
Second	375	32.61
Third	361	31.40
Total	1150	100

It is interesting to note that the respondents are equally distributed among the three districts. Table 4 reveals that 36.00% come from the first district, 32.61% come from second district and 31.40% come from the third district. It is therefore noted that the teachers represent the whole Province of Tarlac.

Table 5
Profile According to Position in School

Position	f	Percentage
Teacher	1018	88.52
Head Teacher	32	2.78
Master Teacher	34	2.96
Principal	47	4.09
Officer in Charge	19	1.65
Total	1150	100

The main purpose of the project is to reach out to the students and contribute to the transforming of their lives to become better citizens of the country. It is good that majority of the scholars of the project are plain classroom teachers, who have direct contact with the students. There are 1,018 respondents who are plain teachers. They represent 88.52% of the respondents. They are expected to contribute to the attainment of the noble purpose of the project.

There are 32 scholars or 2.78% of the respondents who are head teachers and 34 scholars or 2.96% of the respondents are Master Teacher. There are 47 scholars who are principals. They represent 4.09% of the respondents and there are 1.65% of the respondents or 19 scholars who are officer-in-charge of their respective school.

The involvement of the principals and the master teachers in the project is deemed significant since the “transforming of lives” concepts could be set by the “tone at the top” through the people who lead the organization.

Table 6
Profile According to the Numbers of Years in Service

Numbers of Years	f	Percentage
5 years and less	525	45.70
6-10 years	222	19.30
11-15 years	207	18.00
16-20 years	138	12.00
21-25 years	44	3.80
26-30 years	9	.80
31 years and above	5	.40
Total	1150	100

Most of the scholars have been with the DepEd for five years or less. This is revealed in Table 6 where there are 525 scholars or 45.70% of the respondents with 5 and less years in service. This would mean that almost majority of the scholars, if they opt to stay in the teaching profession with DepEd, would be able to use the advance education they earned in empowering the students. This would ensure contribution to the attainment of the ECF Project-Free of giving the best education to the students in particular and contributing to the success of the country in general.

Table 6 further reveals that next to the above age bracket are the 222 scholars or 19.30% of the respondents whose years in service is between 6 to 10 years. This is followed by 207 scholars or 18% of the respondents whose years of service is between 11 to 15 years. There are 138 scholars or 12% of the respondents whose years in service is between 16 to 20 years.

Only .80% of the respondents or 44 scholars are with years of service between 21 to 25 years, only .80% of the respondents or 9 scholars whose years in service is between 26 to 30 years and only .40% of the respondents or 5 scholars have been in service for 31 years and above.

ECF Project-Free basically catered three major courses for the scholars. The Doctor in Education (DED), Master in Educational Management (MEM) and the Master in Teaching (MAT) major in various fields. The respondents were asked to indicate their areas of specialization before joining the project. The responses are presented on the table that follows.

The specialization from which the respondents were asked to choose are: Educational Management; Administration and Supervision; Filipino; Mathematics; General Science; Values; Social Studies; Technology and Home Economics; Reading, English, Language & Literature; Special Education; Physical Education, Health and Music; and Music, Arts and Physical Education.

Table 7
Profile as to the Area of Specialization

Area	f	Percentage
Educational Management	163	15.66
Administration and Supervision	5	.48
Filipino	92	8.84
Mathematics	182	17.48
General Science	144	13.83
Values	46	4.42
Social Studies	63	6.05
Technology and Home Economics	123	11.82
Reading, Language and Literature	134	12.87
Special Education	35	3.36
Physical Education, Health, and Music (PEHM)	22	2.11
Music, Arts and Physical Education (MAPE)	32	3.08
Total	1041	100

Table 7 reveals that there are only 1,041 respondents out of the 1,150 respondents who answered the question on area of specialization. The most numbered area of specialization is Mathematics. There are 182 scholars or 17.48% of the respondents whose specialization is on Mathematics. Presently there are 199 scholars who are taking MAT major in mathematics. It was observed that even during the first term of the project there are more students in the MAT Mathematics and MAT Science than in any other areas of specialization. This is supported by Table 7 where there are 144 scholars or 13.83% of the respondents whose specialization before joining the project is on General Science. Mathematics and Science are two important basic subjects that students are expected to excel in. It is therefore significant to note that the said two subjects are well subscribed under the ECF Project-Free.

Table 7 further reveals that there are 163 scholars or 15.66% of the respondents whose specialization is on Educational Management. Records show that these are the scholars pursuing the DED program of the project.

The next big groups of scholars are those whose specialization is on English. There are 134 scholars representing 12.87% of the respondents. To date there are 166 scholars whose course is MAT major in Reading, Language and Literature. Next to English major, are those scholars whose specialization is on Technology and Home Economics. There are 123 scholars representing 11.82% of the respondents. The rest of the respondents are distributed in different fields of specialization.

It can be seen from the table that the profile of the respondents as to specialization is addressing one of the purposes of the project. That is to enhance the field of specialization of teacher-scholars directly coming in contact with the students. It is interesting to note as well that the areas on Science, Mathematics, English and Technology are the most subscribed programs by the scholars.

Table 8
Profile According to Honors Received

	f	Percentage
Cum Laude	36	34.95
Academic Excellence/Dean's Lister	67	65.1
Total	103	100

Scholars were also asked of the Honors they received in their College course. It is interesting to note that there are 103 scholars or 8.96% of the respondents who graduated with honors. There are 36 or 34.95% who graduated Cum Laude and 67 scholars or 65.10% who graduated with Academic Excellence award or were Dean's Lister.

The respondents were likewise asked as to what course they are presently enrolled in under the ECF Project-Free. Table 10 presents the data.

Table 9
Respondents Program Enrolled In

Enrolled In	Actual Total Scholars	f	Percentage
Doctor of Education (DED)		109	9.48
Master in Educational Management (MEM)		174	15.13
Master of Arts in Teaching		867	75.39
Filipino		90	10.38
Mathematics		180	20.76
General Science		136	15.69
Values		66	7.61
Social Studies		55	6.34
Technology and Home Economics		98	11.30
Reading, Language and Literature		139	16.03
Special Education		37	4.27
Physical Education, Health, and Music (PEHM)		25	2.88
Music, Arts and Physical Education (MAPEH)		41	4.73
Total	1513	1150	100

The ECF Project-Free scholars were properly represented by the respondents of the research. From the total scholars of the project of 1,529 as of the conduct of the research, there were 1,150 respondents. Out of the total respondents, 109 scholars or 9.48 of the respondents come from the DED

program, 174 of the scholars or 15.13% of the respondents come from the MEM program and the 867 scholars or 75.39% of the respondents come from the MAT program. The students of the MAT program are distributed in various areas of specialization. As noted earlier, the most number of students are in the fields of Mathematics, Science, Reading, Language and Literature and Technology and Home Economics.

Reasons for Enrolling in the ECF Project-Free

The project was originally targeting to enroll about 2,250 scholars coming from DepEd. It was noted however, that scholars were hesitant to apply to the program during the first year of the project. It is in this light the research looked into the reasons of the scholars in enrolling in the project.

Table 10
Respondents Reasons for Enrolling
N=1150

Reasons	f	Percentage	Rank
Required by Principal	712	61.91	1
Required by Superintendent	637	55.39	2
Personal conviction to enroll	601	52.26	3
For promotion	496	43.13	4
To acquire advanced education	355	30.87	5
To become a better teacher	180	15.65	6
To better serve the students	141	12.26	7
To be with friends	52	4.52	8
No reason at all	43	3.74	9
Others	33	2.87	10

The respondents were asked to choose as many reasons for enrolling as they deemed appropriate. Rank 1 among the responses is the reason to become better teacher. There were 712 scholars representing 61.91% of the respondents with this as their reason for enrolling in the project. There are 637 scholars or 55.39% of the respondents whose reason for enrolling is to better serve the students. This reason is rank 2. Rank 3 of the responses is the reason to acquire advance education. There are 601 scholars or 52.26% of the respondents with this reason.

It is interesting to note that the scholars have very meaningful reasons for pursuing higher education through the ECF Project-Free. It was observed and was noted that majority of the respondents had identified the above mentioned reasons as their priority after they have joined the project and have internalized the purpose for which the project is being implemented, that is becoming part of transforming

the lives of the students in particular and thus contributing to the betterment of the country in general.

There are 496 scholars or 43.13% of the respondents with the reason for enrolling is for promotion. This is ranked 4. It is noted that there are 355 scholars or 30.87% of the respondents whose reason for enrolling is that they are required by the principals. This reason is rank 5. However, follow up interviews revealed that while this is the reason for joining the project, the respondents now believe that their primary reason is to become better teacher and to better serve the students. They further said that they have no regrets that they followed the requirement of the principal to join the project.

The table further reveals that there are 180 scholars or 15.65% of the respondents whose primary reason for joining the project is their personal conviction to enroll.

There are 141 scholars or 12.26% of the respondents whose reason is to be with friends. Similar to the previous results of follow up interviews, the respondents said that they are happy that they were enticed by friends to join the project.

Few of the respondents have stated that their reasons for enrolling are: no reason at all and that they are required by superintendent. These were ranked 9 and ranked 10 respectfully.

Perspective of the Respondents on the Project [Project FREE]

The respondents were asked to give their perspective on the project by indicating their rating on the various variables identified. Table 12 presents the data.

Table 11

Perspective on the Project [Project FREE]

Variables	x	Descriptive Rating
Information Dissemination of the program	4.00	Very Good
System of recruiting teachers - scholars	4.00	Very Good
Holding of exam.	4.00	Very Good
<input type="checkbox"/> Venue	4.00	Very Good
<input type="checkbox"/> Proctor	4.00	Very Good
<input type="checkbox"/> Exam question	4.00	Very Good
Orientation of teachers-scholars	4.00	Very Good
Systems of enrolment	4.00	Very Good
Scheduling of Classes	4.00	Very Good
System of attendance monitoring	4.00	Very Good
Effectiveness of teachers handling the class		
<input type="checkbox"/> Methodology	4.00	Very Good
<input type="checkbox"/> Class management	4.00	Very Good
<input type="checkbox"/> Qualifications of teachers	4.00	Very Good

Variables	x	Descriptive Rating
<input type="checkbox"/> Manner of monitoring students-performance	4.00	Very Good
Attendance in class	4.00	Very Good
Objectivity in giving students rating	4.00	Very Good
Course Offering [curricular programs]	4.00	Very Good
Giving of stipend	3.00	Very Good
Qualifications of Faculty handling the classes	4.38	Very Good
Teaching Methodologies	4.29	Very Good
Classroom Management	4.27	Very Good
Classroom used	3.91	Very Good
Others, please specify	4.06	Very Good
Overall Assessment of Project Free	4.28	Very Good

The respondents have an overall assessment of the project as very good. The areas looked into included the systems and procedures from the time that the program was disseminated to all schools through the provincial and city division offices of DepEd. The information dissemination of the program, the system of recruiting teachers-scholars, the holding of examination until the orientation of the teachers-scholars were all rated as very good with a general weighted mean of 4.0.

During the information dissemination the office of the Eduardo Cojuanco Foundation through Mr. Joaquin Henson and Mr. Noel Alconsel, even went out of their way to disseminate the program. Likewise, the Tarlac State University through Dr. Priscilla C. Viuya, the University President, also went out of its way to assist in the dissemination of the program. Schools were visited to explain the mechanics of the project and the purpose for which the project was conceptualized by the benefactor, Ambassador Eduardo Cojuangco Jr. These had contributed to the rating of very good by the respondents.

The examinations for the first batch were held at Tarlac National High School. It was noted that the number of examinees were not as expected. Thus, the project team thought of bringing the examination site closer to the students. The next batches of examinations were held at State University and at the local schools to accommodate the teachers coming from far places. This strategy led to more examinees taking the qualifying examination.

The general orientation of the scholars was held at the Tarlac State University gymnasium with the no less than the benefactor and the DepEd secretary in attendance.

All of the above undertakings and efforts have contributed to the rating of very good by the respondents.

The enrollment of scholars was taken care of by both the DepEd and TSU during the first term of the project. Some problems have been encountered especially in record keeping and monitoring of the students. Thus, it was agreed that TSU takes care of all the academic requirements of the project. These included the enrollment of the respondents, assignment of teachers, scheduling of subjects, utilization of rooms and monitoring of the performance and records of the respondents. General supervision of the project was practically assigned to TSU with the aid of two full-time and one part-time staff. All of these activities were rated very good by the respondents with weighted mean of 4.0.

The respondents were also asked to rate the effectiveness of the teachers handling the class. This included the methodology used, class management, qualifications of teachers, manner of monitoring student performance, attendance in class, and objectivity of giving student rating. The respondents rated these as very good with weighted mean of 4.0

The course offerings were likewise rated very good with weighted mean of 4.0. The scholars were given the chance to choose from the various field of specialization that they felt are needed to better serve the students in their respective schools. Further, they were given the chance to choose between non-thesis and thesis program.

The classroom use by the respondents and the manner of giving the stipend were likewise rated as very good with weighted mean of 4.0.

Problems Encountered on the project

The success of any project includes addressing problems encountered during the life of the project. It is in this context that the respondents were asked to identify the problems they deemed were encountered during the project.

Table 12
Problems Encountered by the Respondents
N 1150

Problems	f	Percentage	Rank
Limited Stipend	710	61.74	1
Faculty handling the class are not qualified	514	44.70	2
Teaching Strategies used are not encouraging	456	39.65	3
Schedule of classes are too early	271	23.57	4
Class requirements are too many	249	21.65	5
Classrooms are not conducive to learning	243	21.13	6
Family demands/Family schedules conflict with class schedules	218	18.96	7
School and other teaching activities conflict with class schedules	179	15.57	8
Principals/Supervisors are not supportive	151	13.13	9
Students-scholars time/schedule does not allow for the use of the library	103	8.96	10
Limited or lack of teaching facilities (like projector)	76	6.61	11
Number of students per class is too many for graduate program	65	5.65	12
Lack of coordination between DepEd and University of St. La Salle	45	3.91	13

Problems	f	Percentage	Rank
Students-scholars are not well informed of updates on the project by their Supervisors	42	3.65	14
Others, please specify;	23	2.00	15

The ECF Project-Free subsidizes the full tuition fees of the scholars and also gives weekly stipend to them. The stipend is intended to augment the transportation cost of the scholars. Table 13 reveals that rank 1 among the problems identified by 710 or 61.74% of the respondents is the limited stipend. Follow up interviews revealed that the stipend is deemed to be limited for students who come from far places and at the same time their classes are scheduled in the other campus of TSU. This means additional transportation expense of about P15.00 per day to go to the other campus. It must be noted however, that the ECF Project-Free with the recommendations of TSU and support of USLS, gave additional transportation allowance for ECE scholars who receive lesser salaries and at the same time come to school for their evening classes. This is because they join the program one term later, thus they have to enroll additional units during evening classes.

Rank 2 among the problems identified is the lack or limited teaching facilities like LCD projector. The project does not have provision for equipment. There are only very few faculty members who bring their own personal LCD projector and lap tops. Very few are borrowed from TSU. This is because the LCD projectors of TSU are also use during Saturday classes. The scholars claim that there is a need for the use of the LCD projector and lap tops as these facilitate the teaching and learning process. Likewise, their use is deemed to be needed to expose teacher-scholars to modern technology. There are 514 respondents representing 44.70% of them who identified this as a problem.

School and other teaching activities conflict with class schedules is rank 3 among the problems identified by 456 or 39.65% of the respondents. The ECF Project-Free has a Memorandum of Agreement with the DepED. One of the agreements is to ensure that the school activities of the teacher-scholars will not conflict with the schedule of their classes. However, it was noted that there are certain school activities scheduled on Saturdays that are conflicting with the Saturday classes of the respondents. Thus, they miss important discussions in class.

There are 271 or 23.71% of the respondents who identify the family demands or family schedules conflict with class schedules as a problem encountered in the project. There are certain family occasions that are schedule on Saturdays such as birthdays, anniversaries and re-unions. Very few are cases of hospitalization of family members. This problem is rank 4.

The Saturday classes start at 7:30 in the morning and ends at 10:30 in the morning for the first period class. The second period class is scheduled at 11:00 in the morning and ends at 2:00 in the afternoon. The class schedule is prescribed by the USLS. There are 249 or 21.65% of the respondents who identified that "class schedule is too early" as a problem and this is rank 5.

There are 243 or 21.13% respondents who identified class requirements are too many as a problem and this is rank 6. This problem was identified by students who have been required to submit requirements in some of their subjects. These include submission of related studies for the methods of research, term papers and case studies for selected subject among others.

The ECF Project-FREE classes are held at Tarlac State University. The project rents the rooms used by the scholars. However, TSU also holds regular classes during Saturdays, thus this contribute to the limited classrooms available during Saturdays. There are cases that even laboratory rooms are being

used for the project. This could have contributed to the problem identified with respect to classrooms used as not being conducive to learning. There are 218 or 18.96% of respondents who identified this as a problem. This is rank 7.

Rank 8 and 9 among the problems identified are: lack of coordination between DepEd and USLS and Students-scholars are not well informed of updates on the project by their Supervisors respectively. The lack of coordination was due to conflicting schedules of activities schedule on Saturdays. There are 179 or 15.57% respondents who identified this as a problem. Similarly, the scholar-respondents believe that there are project related information that are not made clear by the supervisors to their respective teachers. There are 151 or 13.13% of the respondents who identified this as a problem.

Number of students per class is too many for graduate program was identified as a problem by 103 out of 1,150 respondents representing 8.96% of them. Classes have an average number of about 30 students. Record will show however, that there are only very few classes with big number of classes. The number of sections per program considers the budget support of the project.

The other problems identified by less than 10% of the respondents are: Students-scholars time/schedule does not allow for the use of the library, Principals/Supervisors are not supportive, Teaching Strategies used are not encouraging and Faculty handling the class are not qualified. These are rank 11, 12, 14 and 15 respectively. Of the 1,150 respondents only 76 or 6.61% of the respondents have identified the problem of time/schedule that does not allow for the use of the library. This is due to the fact that the scholar-respondents can go the library anytime of the week from morning till 7:00 in the evening.

The table further reveals that out of 1,150 only 65 or 5.65% of the respondents have identified the problem on “principals/supervisor are not supportive,” only 42 or 3.65% respondents have identified Teaching Strategies used are not encouraging as a problem. There are also only 23 or 2% of the respondents who identified “faculty are not qualified” as a problem. The office of the project coordinator conducted a performance evaluation of faculty members to ensure the attainment of the objectives of the project. Those who were found to have been somehow remised in their duties as teachers were either assigned lesser load or were not assigned any load anymore.

Other problems identified by 1.35% of respondents and are ranked 13: lack of ventilation in some classrooms, discrimination and memorandum on schedules usually released late from DepEd.

IMPACT OF TH ECF - Project FREE

The scholars were given the opportunity to indicate the impact of the project to their behavior as person, to their aspiration in life and attitudes towards teaching. The researchers provided for open ended statements so as not to influence the scholar-respondents on their answers. The following are the highlights of the data gathered.

Impact of the Project on the Behavior as a Person	Impact of the Project on the Aspirations in Life	Impact of the Project on the Attitudes Toward Teaching
I have developed my self-confidence and sense of responsibility.	Project Free makes me realize that we have to share what we have as what Amb. Danding Cojuangco is doing.	Teaching is not merely sharing one’s knowledge to students it’s more sharing one’s life.

Impact of the Project on the Behavior as a Person	Impact of the Project on the Aspirations in Life	Impact of the Project on the Attitudes Toward Teaching
Through this project, I developed the attitude of being considerate to other people.	I learned to strive more for excellence, not to be contented for what I am now.	To be more competent to what I will teach.
So many changes in my behavior. I've learned how to mingle with different teachers in the province.	I am now in my first step to reach my goal in life.	I am equipped with necessary tools needed by a good teacher.
I became more confident.	Serves as a bridge for me to grow and become a better teacher.	Transformed me to be more responsible and better teacher.
I am teaching almost 15 years but now, I'm a "dreamer"... who knows?	To improve my mathematical ability.	Before, I hate teaching math, because of some difficulties in solving word problems. But now, I feel confident in teaching this subject.
Grow professionally and confidently to face the new challenges.	Higher aspirations in life since this project gave me the assurance to attain higher.	It enhances me to improve my teaching performance because I learned teaching techniques not only in our field of specialization but in general.
Become competitive, become more friendly.	Project Free opens the door for me to face the many challenges and opportunities that lies ahead in my chosen profession.	Help me a lot.
It helps me overcome my shyness and develop my self-confidence.	Project Free is helping me grow and develop professionally that will make me better serve my pupils.	I develop to use my time properly and learn to be more patient as much as I can do.
Helping yourself is like helping others.	To grow as a person, a teacher, and a student needs continuous studying.	I am now more equipped with skills and knowledge in teaching.
I became more friendly, confident and improve my self-esteem.	I become more inspired in teaching my students.	I became more effective and efficient teacher.
My self-confidence has been developed and I have learned how to prolong my temper and patience.	ECF Project Free transforms my life and makes me an effective teacher.	To be a good teacher, you have to be a good student. So listen very well to your pupils needs.
As a person, I became more professional.	I gained better perspective in life.	I want to serve better our student and become an effective teacher.
The project taught me to persevere in achieving my dreams/ambitions.	The project made me realize that I should continue aspiring to be better.	

Impact of the Project on the Behavior as a Person	Impact of the Project on the Aspirations in Life	Impact of the Project on the Attitudes Toward Teaching
Learn to face difficulties in life.	Through project Free I'll have the opportunity to continue and finish my master degree.	The learning of new strategies will help me as a teacher, and I will apply it to my teaching career.
As what Project Free main theme "Transforming Lives through Education" it transform me to become a better person/teacher.	Make me to be a more responsible individual.	Makes me more eager to teach.
Provides us to become a better person/teacher especially with our pupils.	The ECF-Project Free gives me hope to fly higher and achieve for more.	I have felt the need of my pupils in acquiring better learning that they can use in alleviating their lives.
Became more decisive and gained professional and personal advancement that could be used for the benefit of the schoolchildren in general.	Horizon and perspective in life are expanded.	Became more passionate in the profession.
Better as a person	More motivated to excel on the chosen endeavor.	More competent and knowledgeable in facing the challenges in the teaching profession.
Project Free has a big impact in my behavior as a person, now I think my behavior change in terms of socializing my classmates & co-workers. I also understand now that in return its better to give your help to less fortunate people.	Project Free became an aspiration to me now, I have sponsored my nephew now in his education in college, so that I could change his life for the better.	I am more committed now, I develop my love and passion in teaching through attending classes. Sometimes in our discussion we learned something from the experience of our classmates and teachers.
I become a better person through the modeling done by our instructors/professors with regard to adapting oneself in any situation..	ECF- project free is a chance of a lifetime in the fulfillment in one of my aspirations in life and that is to become a Doctoral degree holder.	Through the learning's I earn from our professors and classmates, I believe , I am a better person now: a better principal , My horizon has widened.
Holistic behavior is enhanced in the classroom, we are equipped with desirable traits and values to be an efficient and effective manager.	Project FREE serves as my shining star to fulfill my dream to have advance education.	More determined dedicated and competent to serve the best attar quality idea in my school.
It made me more refined, the lessons acquired are being done into practices.	The plans I set became more feasible through this scholarship program.	A more positive outlook towards teaching.

Recommendations of the Respondents

Hearing the inputs of the stakeholders for the betterment of the project is very significant. The respondents were asked to give their recommendations that would improve the project and future undertakings like this. Most of the respondents indicated that they had nothing to recommend. Most of the respondents also put congratulatory remarks for the benefactors. Others expressed their deepest appreciation for the project.

The recommendations given were basically focused on the need for LCD projectors and increase in stipend of the scholars. There were very few who indicated the need to replace teachers who are not teaching well. Ironically, there are lots of the respondents who even indicated in the recommendations portion comments saying that they salute their teachers for being very effective in teaching.

Expression of Gratitude to the Benefactor – Ambassador Eduardo Cojuangco Jr.

The research also asked the scholars to express their gratitude to the benefactor. Their thoughts and feelings were expressed through the following words:

1. To the Project Free benefactor, we would like to extend our deepest gratitude. Thank you for being a part our lives. You really touch our lives, touch our hearts and transform our lives. MABUHAY!
2. Thank you for the opportunities to improve our teaching careers. Thanks also for being God's instrument to all the teachers in Tarlac province.
3. Thank you for sharing your blessings to us. May God bless you and your family.
4. A heartfelt gratitude to the Project free benefactor for giving us the opportunity to improve and update our education.
5. Thank you to the Project Free and we hope that this project will not only be in our province but perhaps to other region so that all teachers will really be equipped to face the challenge this coming 21st century.
6. WE express our gratitude to the Project Free benefactor for being one of the best!!! WE salute you sir!!!
7. We would like extend our warmest gratitude to the Project Free for in one way or another helps us change our lives by giving us the opportunity to learn more not only for ourselves but for the betterment of the teaching profession.
8. MORE POWER AND MAY God bless you longer life, for you to help more teachers/students attain educational growth.
9. Thanks a lot for this program for sharing your goal to your countrymen.
10. We are very much grateful to the project. We consider this a wonderful gift from YOU BOSS. Thank you so much.
11. Mabuhay ka Ambassador Danding sa hakbang mong napakagaling!
12. Thank you Project Free. Thank you Boss Danding for the scholarship, our dreams are now WITHIN OUR REACH.
13. I'm so thankful to the big heart of Mr. Eduardo Cojuangco, that he gave us the opportunity to pursue our studies.
14. Thank you for giving us the opportunity in making another step toward the achievement of our goals.
15. May the Almighty God give longer life and physical health to the benefactor so that he could be a blessing again to those who are in need and interested to pursue higher education. Thank you very much!
16. Thank you... I can't study if not for this scholarship.
17. My great honor and privilege to be one of the scholars. Project Free is really a gift. May God Bless you more-with life blessings a hundred fold.
18. We cannot find the right words to express our deepest gratitude. May GOD bless you and your

love ones.

19. I would like to extend my deepest gratitude to Boss Danding Cojuangco and the ECF for helping me achieve my dream. Going back to school after 13 years is a dream comes true for me.
20. I am so thankful for this great opportunity (being scholar) given to us. If there is no such scholarship like this, we might not have a chance to continue our studies.
21. Thank you for being generous individual! We will never forget You! God Bless!
22. A million thanks for the benefactor of this project. You helped us grow professionally.
23. I want to express my heartfelt gratitude to our very generous benefactor by saying “THANK YOU ” very much sir for giving us this opportunity to enhance our knowledge and ability as teachers. In return, we will do our very best to do our responsibilities to our equally very dear pupils.
24. I will be forever indebted to the Project Free benefactor for giving me this once in lifetime opportunity that will help me grow personally and professionally but most of all become a better and productive citizen.
25. Project Free changed my whole being. Thank you very much Boss Danding.
26. Heartfelt gratitude to Boss Danding and the Family. May the earth be filled with people like you!
27. You are a great blessing for us... Thank you & God Bless You more ECF. We love you
28. Thank you for coming into our lives.
29. It is really my pride and honor to express my gratitude to the project free benefactor for without him, I will not be what I am now. This is really my chance to fulfill my dreams of becoming an effective productive and efficient teacher among my students.
30. To our benefactors, you are a blessing for us, thank you very much. You change the lives of many people you are helping. Thank you for teaching and helping us to improve our lives. God Bless You & your Family.
31. Thank you very much for unselfishly giving us the opportunity to upgrade our lives. May God bless you always.
32. God is so great that He touched the “Big Heart” of our benefactor – Eduardo Cojuangco. Since I’ve started to pursue this scholarship I’ve been blessed with so many things in life. I was able to grow professionally and establish a good rapport to my classmates. Rest assured of my PRAYERS... long live BOSS DANDING!!!
33. Thanks to Sir Eduardo Cojuangco and his better behalf Madam Gretchen for providing this blessing to the teacher who want to enroll in a post-grad degree but do not have enough monetary support to do it like me.
34. This is a blessing for a teacher like me. To those people behind this program, with all of my heart, thank you all.
35. Thank you so much. Going to the doctoral studies has been my dream and will be realized thru this project Free. Thanks a lot. I owe you my doctoral degree and I promise to you and myself that I be more committed in my work to serve youth.
36. It’s amazing to know that there is a good man in the province of Tarlac and that is Eduardo Cojuangco. Thanks for this wonderful opportunity God Bless ECF.

Recommendations

Based on the findings of the study the following recommendations are given:

1. It is clear that the major problems expressed by the respondents were focused on the need to use teaching equipment such as LCD projectors and laptop and the conflict of schedules between classes and demand of work in school. In this light, it is suggested that the project could look on the equipment component needed to make teaching and learning process abreast with the call of the times. A budget could be allocated for either buying or renting of needed equipment. A close

coordination with other stakeholders in the province could also be made, so that the needed equipment could also be borrowed from other government offices during classes. This is in as much as the project is a very good example of government and private individual partnership towards educational excellence.

2. The project could also look into holding of dialogues or fora with the principals so as to discuss the purposes and requirements of the project. This is to avoid conflicting schedule between work activities and class schedules of scholars. More important, to earn the support of the principals in sending their teachers to the scholarship and at the same time initiating changes in the school program as a result of the project.
3. The amount of stipend could be studied to answer the financial needs of the scholars who come from other places and at the same time who have to go to the other campus of the University where they need to spend additional transportation expense.
4. Follow-up research could be conducted to look into the impact of the project in the pursuit of educational excellence and empowering students.