

Alphabetization for Better Condition of Living (ABC) Scholarship Foundation, Inc.: A Case Study

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ABSTRACT

This qualitative case study examined the operations and status of the Alphabetization for Better Condition of Living (ABC) Scholarship Foundation, Inc. in Anislag, Daraga, Albay, with the aim of identifying measures to improve its operations and service delivery. The study involved all 97 identified respondents: 69 current scholars from elementary to college, 10 graduates, and 18 officials and staff. Primary data were gathered through interviews, a questionnaire-checklist, observation, focus-group discussion, and case documentation, while secondary materials supplemented the analysis. Interview data were coded, interpreted, and organized through a Summary Data Collection Sheet. The Foundation relied mainly on contributions from the Maraño family and benefactors in Rome, Italy, and supported 69 scholars during School Year 2013–2014. Its core activities included Saturday Tutorial Class, Christian Culture

Formation, Fraternal Agape, family formation, community service, and other enrichment activities. Major constraints involved insufficient funding and facilities, record-management and leadership concerns, the absence of a program manager, beneficiary absenteeism and delayed submission of academic records, and uneven cooperation with program requirements. In response, the study proposed a three-year development plan focused on human resources, programs and activities, physical facilities, and financial development. The findings indicate that the Foundation had a strong mission, committed personnel, and valued educational services, but required stronger management systems, diversified funding, improved facilities, and sustained partnerships to support organizational continuity and beneficiary development.

Keywords: *scholarship foundation, nongovernmental organization, educational assistance, case study, organizational management, development plan*

INTRODUCTION

Education has long been treated as a pathway to individual mobility and community development, yet access to sustained schooling remains difficult for families with limited economic resources. The thesis situated scholarship assistance within this problem and emphasized the role of government and nongovernmental organizations in widening educational opportunity. In this context, the Alphabetization for Better Condition of Living (ABC) Scholarship Foundation, Inc. was established as a nonprofit organization in Anislag, Daraga, Albay to provide educational assistance to poor but deserving children and to promote their integral human development.

The Foundation combined financial assistance with tutorial, spiritual, family, community-service, and enrichment activities. Its scholars were expected to maintain an average grade of 85% and to comply with academic and organizational requirements. By School Year 2013–2014, the Foundation was supporting 69 scholars from elementary to college. The growth of the beneficiary population, however, increased pressure on funding, facilities, personnel, record systems, and program coordination.

Studies reviewed in the thesis show that nongovernmental and scholarship organizations can extend educational opportunity and social support, but their effectiveness depends on sustainable resources, capable

management, community linkages, and responsive programs (Almonte, 1999; Ascaño, 2001; Mirandilla, 1992). Other institutional studies likewise demonstrate the value of systematic assessment and development planning for strengthening organizational services and future direction (Bello, 2011; Nasayao, 2010; Peralta & Peralta, 1995; Subagan, 2001).

Despite the Foundation's long-standing educational mission, the thesis identified a need for an integrated assessment of its actual operations, problems, and prospects. Accordingly, the study examined the Foundation's status in terms of funds, beneficiaries and graduates, programs, facilities and services, officials and staff, and administration; identified problems involving administration, beneficiaries and parents, and programs; and used the evidence to formulate a three-year development plan for improving organizational operations and service delivery.

Literature Review

Educational Assistance and Scholarship Foundations

The source literature frames education as a central means of developing knowledge, values, skills, and productive capacity. Duka (1999) emphasized the role of education in preparing learners for social participation, while Macasinag (2005) examined learning strategies and academic performance in a local educational context. Within this perspective, scholarship programs are not merely financial arrangements; they can function as mechanisms that enable learners from economically constrained households to remain in school and pursue longer-term educational goals.

Local studies of scholarship and educational organizations are especially relevant to the ABC Foundation. Almonte (1999) found that the Christian Foundation for Children and Aging in Albay delivered a broad range of services through sponsorship but also faced operational problems experienced by coordinators and beneficiaries. Ascaño (2001) similarly evaluated the effects of foundation services on beneficiaries and recommended expanded access, alumni participation, and sustained partnerships. These studies support the present case study's attention to both beneficiary outcomes and the organizational conditions that sustain scholarship services.

Nongovernmental Organizations and Community Development

The thesis treats nongovernmental organizations as voluntary, nonprofit entities that can mobilize resources, deliver services, support participation, and respond to community needs. Kostiainen (2012) showed how an NGO's development agenda can evolve through its relationships with communities, donors, and government structures. Although the substantive setting differed from educational assistance, the study was useful to the thesis because it demonstrated how organizational development, external support, and local participation influence the sustainability of NGO programs.

Philippine institutional studies also show that NGO and community-oriented organizations operate within networks of beneficiaries, staff, public agencies, and private partners. Mirandilla (1992) concluded that NGO performance should be examined beyond financial practices and should include broader management functions such as planning, coordination, direction, and budgeting. Lobete (2012), in assessing a community-based intervention program, likewise highlighted the importance of program organization and service responsiveness. Together, these works support examining ABC Scholarship Foundation as both an educational provider and an organization embedded in community relationships.

Management, Leadership, and Organizational Operations

Management provides the structure through which organizational goals are translated into coordinated action. Brown et al. (1992) discussed management in terms of the effective use of human and material resources, while Koontz (2009) emphasized core management functions that guide organizational performance. The ABC Foundation's operations similarly required planning, organization, direction, coordination, control, record keeping, resource allocation, and staff accountability. Weakness in any of these areas could affect program continuity and the quality of services received by scholars.

The local literature reviewed in the thesis reinforces this management perspective. Sioson (2002) examined management practices in a local educational governance body, while Bello (2011), Peralta and Peralta (1995), and Subagan (2001) studied the status and prospects of educational institutions. These works demonstrate the usefulness of institutional assessment in identifying organizational strengths, weaknesses, and future priorities. They informed the study's decision to assess ABC Foundation's status and problems before proposing a development plan.

Information Systems, Records, and Organizational Feedback

The conceptual discussion in the thesis treats the Foundation as a system composed of interdependent inputs, processes, outputs, and feedback. Williams et al. (1997) explained information technology as a means of organizing and communicating information, while the thesis used a systems perspective to show how organizational data, people, facilities, programs, and management processes interact. In this view, information and records are not peripheral administrative products; they support planning, decision-making, monitoring, and organizational learning.

This systems perspective is especially relevant because record management emerged as an operational concern in the Foundation. Del Rosario (n.d.), in an institutional study of student records management cited in the thesis, further demonstrates the importance of organized records to educational administration. The present study therefore treated feedback as an essential component of the conceptual framework: information on operational status and encountered problems was expected to inform corrective strategies and the three-year development plan.

Development Planning and Organizational Improvement

Development planning translates institutional assessment into scheduled actions, assigned responsibilities, and resource requirements. Nasayao (2010) used a five-year development plan as an institutional improvement mechanism, while Bello (2011) and Subagan (2001) assessed organizational status and prospects as bases for future direction. These studies support the premise that a development plan should respond to documented weaknesses rather than rely on generalized organizational prescriptions.

The ABC Foundation study adopted the same logic. It connected evidence on funding, human resources, programs, facilities, and administration to a proposed three-year plan. Sevilla et al. (1992) provided methodological grounding for systematic educational research, while the local institutional studies gave practical precedent for translating organizational findings into improvement priorities. The resulting framework therefore linked assessment, problem identification, planning, implementation, and feedback as a continuous improvement cycle.

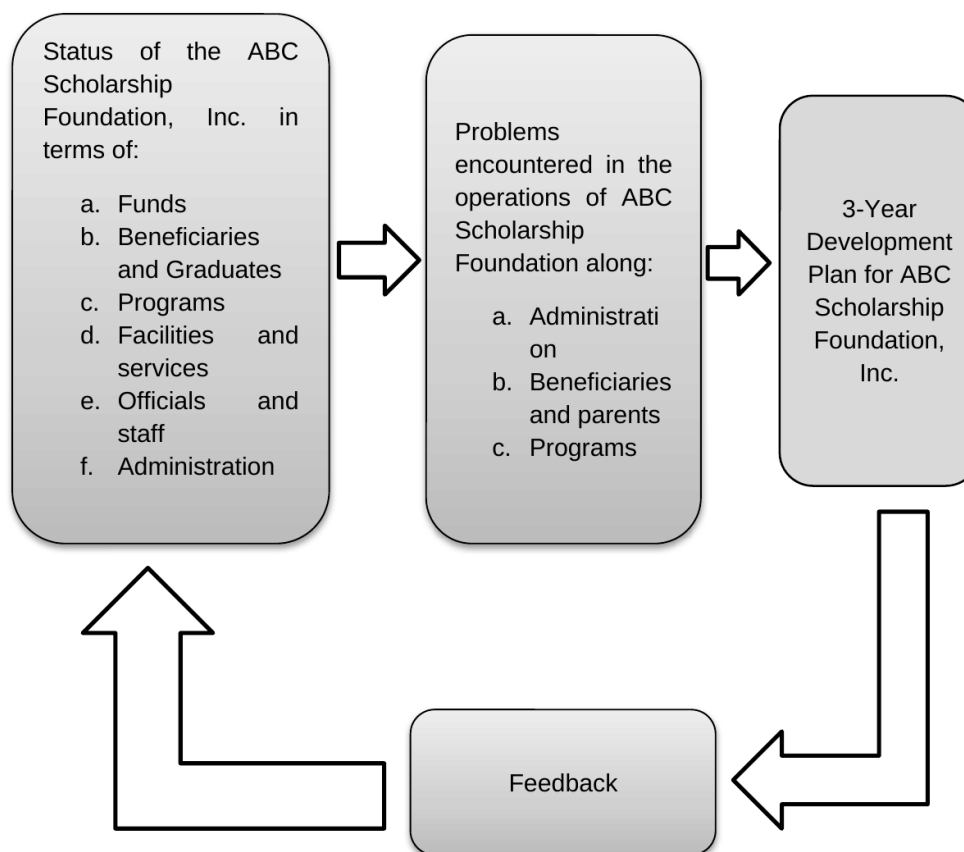


Figure 1. *Conceptual paradigm of the study*

METHODS

Research Design

The study employed a qualitative case-study design focused on the ABC Scholarship Foundation, Inc. The case study examined the Foundation's developmental issues, community relationships, programs, services, operational practices, problems, and prospects. The design was intended to provide an in-depth account of a single organization and to generate practical measures for improving its operations.

Research Locale

The study was conducted in Anislag, Daraga, Albay, where core Foundation activities were implemented. Data collection took place at the ABC Scholarship Foundation office and at the Maraño family residence, where the Saturday Tutorial Class was conducted. Some administrative transactions were also associated with the Foundation office on Washington Drive, Legazpi City.

Participants and Sampling Technique

The study used total enumeration of the identified Foundation stakeholders included in the case. The 97 respondents consisted of 69 current beneficiaries or scholars—33 elementary pupils, 15 high school students, and 21 college students—together with 10 graduates and 18 officials and staff. Because the study sought to describe the operations of the Foundation through those directly involved in or affected by its programs, all identified members of these respondent groups were included.

Research Instrument

The principal research instruments were an interview guide and a researcher-prepared questionnaire-checklist, supplemented by observation and documentary information. The interview for officials and staff covered personal and professional information and the Foundation's status in terms of years of operation, beneficiaries, programs and services, sources of funds, organization, administration, and operational problems. The beneficiary questionnaire focused on perceptions of program requirements, activities and services, problems encountered, and recommendations.

The instruments were reviewed by professors and English specialists for content and clarity and were presented to the thesis committee before administration. The questionnaire-checklist underwent planning, preparation, validation, revision, and final drafting under the guidance of the thesis adviser.

Data Gathering Procedure

The researcher first secured permission from the ABC Scholarship Foundation and sought approval from the founder through written correspondence. The purpose of the study was explained to participants before data collection. Interviews, focus-group discussions, questionnaires, observations, and documentary review were conducted personally by the researcher. Interviews generally lasted about 20–30 minutes, and the researcher recorded important information and prepared documentation to supplement the responses.

Questionnaires and interview guides were administered and retrieved personally, resulting in complete retrieval of the distributed instruments. After data collection, responses and documentary information were tallied, organized, and prepared for analysis.

Data Analysis

Interview and questionnaire data were coded, interpreted, and analyzed using a Summary Data Collection Sheet. Analysis was organized around the research questions: the status of the Foundation in terms of funds, beneficiaries, programs, facilities and services, officials and staff, and administration; problems involving administration, beneficiaries and parents, and programs; and the Foundation's prospects. The identified concerns were then used as the basis for formulating strategies and activities in the proposed three-year development plan.

Ethical Consideration

Institutional permission was obtained before the conduct of the study, and participants were informed of its purpose. The thesis reports that interviews and focus-group discussions were conducted after informal verbal consent. The letters and respondent instructions further stated that information provided by participants would be held in strict confidence and used solely for the research purpose. Findings were reported primarily in organizational and group terms rather than as individualized judgments.

RESULTS AND DISCUSSION

Financial Capacity and Beneficiary Profile

The Foundation depended mainly on contributions from members of the Maraño family and benefactors based in Rome, Italy. The study reported financial strain following the loss of several benefactors and noted that the founder also used personal income to support the Foundation. For School Year 2012–2013, the reported annual allocation totaled ₱1,308,400, with the largest amounts directed to tuition and miscellaneous fees and to school supplies. The pattern shows that most available resources were devoted directly to scholars, while the same fund also had to support programs, utilities, office needs, staff-related expenses, and other operating costs.

Table 1. *Reported Financial Allocation of ABC Scholarship Foundation, SY 2012–2013*

Expense Category	Amount (₱)
Programs and activities	133,600
Bills (electricity, water, internet)	27,000

Office supplies/expenses	46,000
Tuition and miscellaneous fees	491,400
School supplies	422,400
Staff salary/transport/honoraria	177,000
Other expenses	11,000
Total	1,308,400

During School Year 2013–2014, the Foundation had 69 active scholars: 33 in elementary school, 15 in high school, and 21 in college. Ten graduates were also included in the study, bringing the beneficiary and graduate respondent group to 79. Scholars were expected to maintain an 85% average and comply with academic, moral, and program requirements. The increase in beneficiaries was treated as both evidence of the Foundation's reach and a source of greater financial and administrative demand. This finding echoes Almonte (1999) and Ascaño (2001), whose studies of scholarship foundations also linked service expansion with continuing needs for sponsorship, coordination, and organizational support.

Programs, Facilities, and Services

The Foundation implemented a set of educational and formation-oriented activities that included Saturday Tutorial Class, Saturday Christian Culture Formation, Fraternal Agape, family formation, community service, and additional enrichment activities. Beneficiaries and parents generally valued these programs, and some respondents reported gaining knowledge, skills, and experiences through participation. The study therefore identified the program portfolio, together with the Foundation's vision, mission, officials, staff, and beneficiaries, among its organizational strengths.

Facilities and learning resources were a more evident weakness. The study identified the need for additional computers or laptops, internet access, updated books and other reading materials, magazines, journals, tables, chairs, and additional space for programs. The St. Anthony Library served scholars but had limited holdings and equipment. These findings reinforce the broader institutional principle that educational programs require adequate physical and information resources to sustain service quality (Williams et al., 1997).

Officials, Staff, and Administration

The Foundation's officials and staff were largely siblings, relatives, and close associates of the founder who held designated roles and responsibilities. Their commitment provided continuity, but the study also found a need for additional volunteers such as tutors, advisers, lecturers, and speakers. The absence of a dedicated program manager was identified as an important administrative concern because planning, organization, direction, control, and coordination were distributed across personnel who were already carrying other responsibilities.

Record management and leadership were among the administrative difficulties identified by officials and staff. The study therefore underscored the need for clearer organizational roles, regular performance feedback, stronger record systems, and management training. These findings are consistent with the management perspective of Brown et al. (1992) and Koontz (2009), and with Sioson's (2002) emphasis on management practices in educational organizations.

Operational Problems Involving Beneficiaries, Parents, and Programs

Operational problems involving beneficiaries and parents included late submission of report cards or certifications of grades, failure of some scholars to maintain the required academic average, absenteeism during the Saturday Tutorial Class, inactivity or limited cooperation in Foundation programs, and incomplete compliance with organizational requirements and policies. The study concluded that these behaviors could weaken program implementation when monitoring and coordination mechanisms were insufficient.

Table 2. *Principal Operational Problems Identified in the Case Study*

Area	Problems Identified
Administration	Record-management and leadership difficulties; absence of a program manager; coordination demands.
Beneficiaries and parents	Late academic records; failure to maintain required grades; absenteeism; weak participation; incomplete compliance.
Programs	Limited financial and physical resources; need for volunteers, learning materials, equipment, and stronger coordination.

The findings suggest that the Foundation's challenges were interdependent rather than isolated. Financial limitations affected facilities and programs; limited staffing affected coordination and records; and participant compliance affected program continuity. A systems interpretation is therefore appropriate because changes in one operational component can influence other parts of the organization. This logic is consistent with the conceptual framework and with the institutional studies of Bello (2011), Peralta and Peralta (1995), and Subagan (2001), which used organizational assessment to identify linked areas for improvement.

Prospects and the Three-Year Development Plan

To respond to the identified weaknesses, the study proposed a three-year development plan for Academic Years 2014–2017. The plan covered four major areas: human resources development; programs and activities development; physical plant and facilities; and fund or financial development. Proposed actions included performance monitoring, further education and training for officers and staff, clearer staff roles, stronger beneficiary and parent coordination, alumni organization, program review, partnership development, facility expansion, library improvement, vehicle acquisition, fundraising, and income-generating initiatives.

Table 3. *Condensed Three-Year Development Plan*

Development Area	Selected Strategies/Activities
Human resources	Performance monitoring; role clarification; staff training; higher learning; incentives; alumni and volunteer engagement.
Programs and activities	Periodic program review; needs assessment; project proposals; stakeholder dialogue; partnerships with LGUs and NGOs.
Physical plant and facilities	Additional building/space; improved library holdings; equipment and transport; donations and procurement planning.
Fund/financial development	Fundraising; income-generating projects; external support; stronger networks and partnerships.

The plan carried a total proposed budgetary requirement of ₱2,357,000 and was designed to be adjusted according to the Foundation's changing needs and available resources. Its emphasis on human resources, program review, facilities, and diversified funding closely reflects the study's major findings. Nasayao (2010) similarly used development planning to translate organizational needs into staged improvement actions, while Mirandilla (1992) emphasized that NGO performance depends on multiple management functions rather than financial practice alone.

The proposed plan should therefore be understood as the main applied output of the case study. It uses evidence from current operations and respondent experiences to define future priorities and incorporates feedback as a mechanism for continuing reassessment. This is consistent with the thesis's conceptual paradigm, in which organizational status serves as input, operational problems are processed, the development plan becomes the output, and feedback informs subsequent improvement.

CONCLUSION

The ABC Scholarship Foundation, Inc. had a clear educational mission, an expanding beneficiary base, committed officials and staff, and a set of programs valued by scholars and parents. At the same time, its ability to sustain and expand services was constrained by limited and concentrated funding sources, inadequate facilities and learning resources, record-management and leadership concerns, dependence on a small group of personnel, and beneficiary or parent compliance problems.

The case study demonstrates that the Foundation's strengths and weaknesses were organizationally interconnected. Improving educational assistance therefore required more than additional funding alone; it also required stronger management systems, clearer staffing arrangements, better records and monitoring, adequate facilities, diversified partnerships, and sustained engagement of scholars, parents, alumni, and community partners. The proposed three-year development plan provided a structured response to these identified needs and represented the principal contribution of the study to the Foundation's future operations.

Recommendation

The Foundation should diversify and strengthen partnerships with government and private institutions, benefactors, alumni, and community organizations to broaden financial and program support. Officials and staff should receive appropriate management and leadership training, while organizational roles, record systems, performance feedback, and program-management responsibilities should be clarified and strengthened.

Beneficiaries should receive consistent guidance from parents, advisers, and Foundation personnel regarding academic requirements, attendance, participation, and organizational policies. Existing programs and facilities should be periodically assessed, with priority given to library improvement, digital access, instructional materials, and spaces needed for Foundation activities.

The proposed three-year development plan should be reviewed, refined, implemented, and evaluated using regular performance and program evidence. The Foundation should also develop an appropriate information-system plan to support records, monitoring, and decision-making. Future studies may focus on graduates, long-term outcomes of scholarship support, individual program effectiveness, and the organizational effects of implementing the proposed development plan.

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