SJIF Impact Factor (2025): 8.688| ISI I.F. Value: 1.241| Journal DOI: 10.36713/epra2016 ISSN: 2455-7838(Online)
EPRA International Journal of Research and Development (IJRD)
Volume: 10 | Issue: 3 | March 2025 - Peer Reviewed Journal

PROJECT KIDMAN: KABATAANG ISKOLAR NG DON MANUEL

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Article DOI: https://doi.org/10.36713/epra20422
DOI No: 10.36713/epra20422

I. CONTEXT AND RATIONALE

"Education is the most powerful weapon which you can use to change the world."

– Nelson Mandela

As stated in the Republic 9155, Section 2: It is hereby declared the policy of the State to protect and promote the right of all citizens to quality basic education and to make such education accessible to all by providing all Filipino children a free and compulsory education in the elementary level and free education in the high school level. The State shall encourage local initiatives for improving the quality of basic education. The State shall ensure that the values, needs and aspirations of a school community are reflected in the program of education for the children, out-of-school youth and adult learners.

In Don Manuel Rivera Memorial Integrated National High School, as a public high school in Pila, Laguna, there are deserving students that needs financial assistance due to economic disparities were some students, especially from low-income families, struggle to afford basic school supplies. This economic barrier can hinder their ability to fully participate in educational activities, impacting their learning experience and academic performance. This is where the context of supporting academically gifted but financially disadvantaged students who may struggle to continue their education due to economic constraints is rooted. In a community where many families face financial hardships, this scholarship program seeks to bridge the gap between potential and opportunity, ensuring that talented students have the chance to pursue their studies without the burden of financial stress.

Thus, in view of the above discussion, the researcher would like to foster academic excellence and promote equal opportunities for education. By offering financial assistance from benevolent benefactors, the program will help to alleviate the financial pressures that often lead to students dropping out or underperforming in school. It aims to nurture the potential of young Manuelians, empowering them to achieve their academic goals and, in turn, contribute positively to their community. This initiative not only supports individual students in their educational journey but also invests in the future of the community by developing educated and skilled individuals who can drive social and economic progress as KIDMan (Kabataang Iskolar ng Don Manuel).

II. INNOVATION, INTERVENTION, OR STRATEGY

To address the issue of financial barriers preventing talented students from continuing their education, the "Kabataang Iskolar ng Don Manuel" program introduced a strategic intervention focused on providing targeted scholarships and academic support. This innovation involved identifying academically gifted students who, despite their potential, faced economic challenges that could hinder their ability to pursue higher education. The program sought to not only offer financial assistance but also create a supportive environment that encouraged academic excellence and personal growth.

The intervention was multifaceted. First, a rigorous selection process was implemented to ensure that scholarships were awarded to students who demonstrated both academic merit and financial need. This process involved collaboration with teachers, community leaders, and school administrators to identify candidates who could benefit most from the program. Once selected, scholars received not only financial aid but also mentoring and academic support, such as tutoring and access to additional learning resources. This holistic approach was designed to empower students to excel academically while alleviating the financial stress that often accompanies educational pursuits.

Additionally, the program included initiatives to engage scholars in community service and leadership activities, fostering a sense of responsibility and giving back to the community. This strategy ensured that the scholars were not only beneficiaries but also contributors to the broader social fabric, reinforcing the values of civic engagement and social responsibility. By combining financial assistance with academic and personal development support, the "Kabataang Iskolar ng Don Manuel" program effectively addressed the issue of educational access for underprivileged but deserving students, paving the way for their success and long-term contributions to society.

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The "Kabataang Iskolar ng Don Manuel" program implemented a series of activities to address the financial barriers faced by talented students, ensuring they could continue their education. The procedure of the activities undertaken were the following:

1. Identification and Selection of Scholars. The program was announced to the school community, inviting applications from students who demonstrated both academic excellence and financial need. Teachers, community leaders, and school administrators were actively involved in nominating and identifying potential candidates. They provided insights into the students' academic performance and their family backgrounds. Applications were reviewed based on specific criteria, including academic records, extracurricular involvement, and financial need. Interviews were conducted to further assess the students' commitment to their studies and their potential for future success.

2. Awarding Scholarship. Selected students together with their parents were awarded scholarships worth 1,500 cash as monthly allowance. The grants were tailored to the specific needs of each scholar and will be given every first week of the month. The awarded scholars were publicly recognized in school assemblies or community events, not only to celebrate their achievements but also to inspire other students.

3. Academic Support and Mentorship. Scholars were provided with additional academic support through tutoring sessions and remedial classes in subjects where they needed extra help. Each scholar was paired with a mentor—a teacher or an older student—who provided guidance, monitored their progress, and offered emotional support throughout the academic year.

4. Community Engagement and Leadership Development. Scholars were encouraged to participate in or lead community service projects, which helped them develop leadership skills and a sense of responsibility towards their community. The project organized workshops and seminars on leadership, time management, and other essential life skills to prepare the scholars for future challenges beyond academics.

5. Monitoring and Evaluation. The progress of each scholar was monitored through regular check-ins with their mentors and teachers. Academic performance, attendance, and participation in extracurricular activities were closely observed. Based on the monitoring data, adjustments were made to the support provided. For instance, if a student was struggling in a particular area, additional resources or tutoring were allocated.

6. Renewal and Graduation:

Graduation Support. For scholars reaching the end of their secondary education, the program provided guidance on college applications, entrance exams, and potential pathways for further education or vocational training.

By following these steps, the "Kabataang Iskolar ng Don Manuel" program not only addressed the immediate financial needs of deserving students but also created a comprehensive support system that fostered their academic and personal growth, ensuring long-term success.

The rationale behind the "Kabataang Iskolar ng Don Manuel" program is rooted in the need to bridge the gap between academic potential and financial limitations. Many talented students at Don Manuel Rivera Memorial Integrated National High School face significant economic challenges that threaten their ability to pursue higher education. The program was implemented to address this issue by providing scholarships and comprehensive support, thereby ensuring that deserving students could continue their studies without the burden of financial stress. This approach is based on the understanding that financial aid alone is not sufficient; students also need academic and personal guidance to maximize their potential.

The extent of the program is broad in its reach within the school, aiming to support multiple students across different grade levels who demonstrate both academic excellence and financial need. It extends beyond mere financial assistance by incorporating mentorship, tutoring, and leadership development, creating a holistic support system that addresses various aspects of a student's educational journey. This comprehensive approach increases the plausibility of the program as an effective solution to the problem, as it not only alleviates financial barriers but also empowers students to excel academically and personally.

However, the program does have limitations. One significant constraint is the availability of resources, which limits the number of scholarships that can be awarded each year. Additionally, while the program provides substantial support, it may not fully address all the challenges faced by scholars, such as family responsibilities or external pressures that impact their education. Despite these limitations, the program's comprehensive approach makes it a plausible and effective strategy for addressing the issue. By combining financial aid with academic and personal support, the program significantly enhances the chances of success for underprivileged but talented students, making it a vital initiative for fostering educational equity and empowering the next generation of leaders.

III. ACTION RESEARCH QUESTIONS

This action research sought to answer the following questions:

1. How effective is the Project KIDMan in terms of:
    a. Implementation
    b. Efficiency
    c. Mentorship

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d. Stakeholders' involvement

2. To what extent does the Project KIDMan impact students in terms of:
   a. Educational needs
   b. Motivation and engagement
   c. Personal development
   d. Academic performance
3. What strategies can be implemented to ensure the sustainability and expansion of the Project "Kabataang Iskolar ng Don Manuel" to benefit more students in the future?

IV. ACTION RESEARCH METHODS

A. Participants and/or other Sources of Data and Information

Participants to this action research are the select Grade 12 SHS learners at Don Manuel Rivera Memorial Integrated National High School, Pila, Laguna and their SF9 for Grades 11 and Grade 12.

B. Data Gathering Methods

In the action research for the "Kabataang Iskolar ng Don Manuel" program, a combination of qualitative and quantitative data gathering methods was employed to gain a comprehensive understanding of the program's impact. Surveys and questionnaires were distributed to students, parents, teachers, and mentors to collect broad data on experiences, perceptions, and the program's effectiveness. These tools provided valuable insights into how the program influenced academic performance and personal development. Interviews with students, parents, and educators offered deeper, qualitative insights, allowing researchers to explore individual experiences and the specific challenges faced by scholars.

Focus group discussions with scholars and community stakeholders were conducted to gather collective feedback and suggestions for program improvement, fostering a collaborative approach to the research. Additionally, academic performance data, including grades and attendance records, were analyzed to measure the program's impact on students' educational outcomes over time. Classroom and mentorship session observations provided a direct view of the scholars' engagement, and the effectiveness of the support provided by mentors. Document analysis, including the review of scholarship applications and program records, helped in understanding the backgrounds of the scholars and the implementation of program activities.

Finally, case studies were developed to document the detailed journeys of selected scholars, capturing the challenges, support received, and outcomes achieved. Together, these methods provided a robust framework for evaluating the "Kabataang Iskolar ng Don Manuel" program and identifying areas for further enhancement.

C. Data Analysis

In the "Kabataang Iskolar ng Don Manuel" action research, data analysis involved a systematic approach to interpreting both qualitative and quantitative data collected through various methods. Quantitative data, such as academic performance metrics, attendance records, and survey responses, were analyzed using statistical techniques to identify trends, correlations, and changes over time. This analysis helped measure the program's impact on scholars' academic achievements and provided a clear picture of overall performance improvements or declines. Qualitative data, including interview transcripts, focus group discussions, and observation notes, were analyzed through thematic coding to identify recurring themes, patterns, and insights. This qualitative analysis offered a deeper understanding of the personal experiences of the scholars, the effectiveness of the mentorship, and the broader community impact.

The combination of these methods allowed for triangulation, ensuring that the findings were robust and well-rounded. Patterns identified in the quantitative data were cross verified with qualitative insights, providing a more comprehensive understanding of the program's effectiveness. Case studies were also analyzed individually and comparatively, highlighting unique success stories and common challenges faced by scholars. This thorough analysis not only assessed the immediate outcomes of the program but also informed recommendations for future improvements, ensuring that the "Kabataang Iskolar ng Don Manuel" program continues to effectively support its scholars in their educational and personal development.

V. DISCUSSION OF RESULTS AND REFLECTION

This section showed the presentation, analysis and interpretation of data used in this action research.

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Table 1. Effectiveness of KIDMan Program in terms of Implementation

Statements	MEAN	SD	REMARKS
The selection process for scholars is transparent, fair, and consistently applied each year.	3.92	0.33	Strongly Agree
The mentorship component of the program effectively supports scholars in both their academic and personal development.	3.95	0.22	Strongly Agree
Scholars receive timely and adequate financial assistance to cover their educational needs throughout the school year.	3.75	0.43	Strongly Agree
The program's academic support services, such as tutoring and workshops, are accessible and beneficial to all participating scholars.	3.79	0.41	Strongly Agree
The communication between program administrators, scholars, and parents/guardians is clear, consistent, and responsive to the needs of the participants.	3.85	0.35	Strongly Agree
Weighted Mean	***3.85***		
SD	***0.35***		
Verbal Interpretation	***Very Effective***		

The weighted mean value of 3.85 with a standard deviation of 0.35 revealed that the KIDMan Program in terms of implementation was interpreted as *very effective.*

It implies that the KIDMan Program is considered highly effective in its implementation. The high weighted mean value, coupled with a relatively low standard deviation, suggests that the program's implementation is consistently viewed positively by participants. This indicates that the program is being executed with a high level of success and reliability, meeting the expectations of those involved. The strong perception of effectiveness in implementation supports the program's credibility and suggests it is well-organized and successfully achieving its intended goals.

These findings align with previous research emphasizing the role of structured scholarship programs in promoting educational equity. Garcia and Reyes (2021) highlight that scholarship initiatives with mentorship and financial aid components significantly improve student retention rates and academic performance. Their study found that mentorship not only enhances academic engagement but also fosters personal growth and career readiness.

Similarly, Lopez et al. (2020) found that transparent selection criteria and effective program management contribute to the success of educational grants. Their research emphasizes that scholarship programs with clear communication channels and academic support services produce higher student satisfaction and better long-term outcomes.

Table 2. Effectiveness of KIDMan Program in terms of Efficiency

Statements	MEAN	SD	REMARKS
The program allocates financial resources efficiently to maximize the benefits for each scholar.	3.90	0.30	Strongly Agree
Administrative tasks and processes within the program are streamlined, minimizing delays in the delivery of support to scholars.	3.90	0.30	Strongly Agree
The program effectively balances its budget, ensuring that funds are used judiciously and in alignment with the program's goals.	3.87	0.34	Strongly Agree
The mentorship and academic support services are delivered in a timely manner, meeting the immediate needs of the scholars.	3.89	0.32	Strongly Agree
The program successfully manages a high scholar-to-resource ratio, providing adequate support despite limited resources.	3.89	0.32	Strongly Agree
Weighted Mean	***3.89***		
SD	***0.31***		
Verbal Interpretation	***Very Effective***		

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The weighted mean value of 3.89 with a standard deviation of 0.31 revealed that the KIDMan Program in terms of efficiency was interpreted as *very effective.*

It implies that the KIDMan Program is regarded as highly efficient in its operations. The high weighted mean value, combined with a low standard deviation, indicates that participants consistently view the program as effective in managing its resources and processes. This strong perception of efficiency suggests that the program successfully allocates financial resources, streamlines administrative tasks, balances its budget effectively, and delivers timely support services. The program's ability to maintain a high scholar-to-resource ratio while meeting the immediate needs of scholars further reinforces its operational success. This positive evaluation highlights the program's capability to optimize its resources and deliver substantial benefits to its participants.

The results align with Navarro and Santos (2021), who found that scholarship programs with well-structured financial allocation and efficient administrative processes tend to yield higher retention rates and student satisfaction. Their study emphasized that minimizing bureaucratic delays and ensuring timely resource distribution significantly contribute to student success.

Similarly, Delos Reyes et al. (2020) highlighted that effective budget management and streamlined mentorship programs are key factors in sustaining long-term educational support initiatives. Their research demonstrated that programs with structured financial planning and responsive academic assistance tend to maximize benefits for scholars while maintaining operational efficiency.

Table 3. Effectiveness of KIDMan Program in terms of Mentorship

Statements	MEAN	SD	REMARKS
Mentors provide consistent and personalized guidance that positively impacts the academic and personal growth of the scholars.	3.87	0.34	Strongly Agree
The mentor-mentee relationship fosters a supportive environment where scholars feel comfortable discussing their challenges and goals.	3.87	0.34	Strongly Agree
Mentors are well-trained and equipped with the necessary skills to address the diverse needs of their mentees.	3.85	0.40	Strongly Agree
The mentorship component of the program helps scholars develop important life skills, such as time management, problem-solving, and self-confidence.	3.87	0.38	Strongly Agree
Scholars report increased motivation and improved academic performance as a direct result of their interactions with their mentors.	3.85	0.40	Strongly Agree
Weighted Mean	***3.86***		
SD	***0.37***		
Verbal Interpretation	***Very Effective***		

The weighted mean value of 3.86 with a standard deviation of 0.37 revealed that the KIDMan Program in terms of mentorship was interpreted as *very effective.*

It implies that the KIDMan Program's mentorship component is viewed as very effective in supporting scholars. The high weighted mean value, along with a relatively low standard deviation, suggests a strong and consistent agreement among participants regarding the quality of mentorship. This indicates that the mentors are successfully providing personalized and consistent guidance, fostering a supportive environment, and effectively addressing the diverse needs of scholars. The effectiveness of the mentorship is reflected in scholars' improved academic performance, increased motivation, and the development of key life skills. Overall, the program's mentorship is making a significant positive impact on the scholars' growth and success.

These findings are supported by Rodriguez and Santos (2021), who emphasize that structured mentorship programs significantly enhance students' motivation, self-efficacy, and academic performance. Their study found that regular mentor-mentee interactions create a sense of belonging and accountability, leading to better engagement and long-term success among scholars.

Similarly, Lopez et al. (2020) highlight that mentorship programs that integrate life skills development contribute to students' holistic growth. Their research indicates that mentors who receive continuous training and professional development are more effective in guiding scholars through academic and personal challenges, fostering resilience and adaptability.

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Table 4. Effectiveness of KIDMan Program in terms of Stakeholders' Engagement

Statements	MEAN	SD	REMARKS
Stakeholders, including parents, teachers, and community leaders, are actively engaged in the planning and execution of program activities.	3.69	0.46	Strongly Agree
The program regularly communicates with stakeholders to keep them informed and involved in the progress and needs of the scholars.	3.87	0.38	Strongly Agree
Stakeholders feel their contributions, whether financial, material, or advisory, are valued and make a meaningful impact on the program's success.	3.89	0.32	Strongly Agree
The program effectively leverages stakeholder networks to expand opportunities and resources available to the scholars.	3.90	0.30	Strongly Agree
Stakeholders are given opportunities to provide feedback on the program's operations and are involved in decision-making processes.	3.89	0.32	Strongly Agree
Weighted Mean	***3.85***		
SD	***0.36***		
Verbal Interpretation	***Very Effective***		

The weighted mean value of 3.85 with a standard deviation of 0.36 revealed that the KIDMan Program in terms of stakeholders' engagement was interpreted as *very effective.*

It implies that the KIDMan Program is considered very effective in engaging its stakeholders. The high mean value and relatively low standard deviation suggest a strong and consistent perception among participants regarding the program's success in involving stakeholders such as parents, teachers, and community leaders. This indicates that the program actively integrates stakeholders into the planning and execution of activities, maintains regular communication, and values their contributions. The effective engagement of stakeholders in providing feedback and decision-making processes contributes significantly to the program's success, enhances its resource network, and ensures that the program meets the needs of scholars in a comprehensive and collaborative manner.

These findings align with Martinez and Rivera (2021), who found that stakeholder involvement in educational initiatives significantly enhances program sustainability and effectiveness. Their study emphasized that continuous stakeholder engagement fosters stronger support networks, increased financial contributions, and greater program accountability.

Similarly, Gonzales et al. (2020) highlighted that frequent and transparent communication with stakeholders leads to higher levels of trust and collaboration in scholarship programs. Their research demonstrated that stakeholders who feel valued and actively involved in decision-making are more likely to contribute long-term support, ensuring the program's success.

Table 5. Impact of the KIDMan Program on Students' Educational Needs

Statements	MEAN	SD	REMARKS
The KIDman program effectively provides the school supplies I need to succeed in my studies.	4.00	0.00	Strongly Agree
The resources provided by the KIDman program, such as learning materials, are sufficient for my school work.	4.00	0.00	Strongly Agree
I have access to the necessary academic tools through the KIDman program to support my learning.	3.67	0.47	Strongly Agree
The KIDman program adequately addresses my need for additional academic assistance outside of regular school hours.	4.00	0.00	Strongly Agree
The KIDman program's educational resources are up-to-date and relevant to my current educational needs.	4.00	0.00	Strongly Agree
Weighted Mean	***3.93***		
SD	***0.09***		
Verbal Interpretation	***Significant Impact***		

The weighted mean value of 3.93 with a standard deviation of 0.09 revealed that the impact of the KIDMan Program on students' educational needs was interpreted as *significant.*

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It implies that the KIDMan Program has a significant and positive impact on addressing students' educational needs. The high mean value and low standard deviation indicate a strong consensus among participants that the program effectively meets their educational requirements. This suggests that the program provides essential resources and support tailored to students' needs, contributing substantially to their academic success. The consistent positive evaluation underscores the program's effectiveness in enhancing students' learning experiences and ensuring they have the tools and assistance necessary for their educational growth.

These findings are consistent with David and Ramos (2021), who found that educational assistance programs significantly improve students' academic preparedness and engagement. Their study highlights that access to learning materials and school supplies directly correlates with improved student performance and motivation.

Similarly, Hernandez et al. (2020) emphasize that providing academic tools and additional educational support outside school hours enhances students' comprehension and retention of lessons. Their research shows that students with access to well-structured educational assistance programs demonstrate higher academic achievement and overall satisfaction with their learning experience.

Table 6. Impact of the KIDMan Program on Students' Motivation and Engagement

Statements	MEAN	SD	REMARKS
The KIDman program has increased my enthusiasm for participating in school activities.	3.67	0.47	Strongly Agree
The support and resources from the KIDman program make me more engaged in my schoolwork.	4.00	0.00	Strongly Agree
The feedback and encouragement from the KIDman program have boosted my confidence in my academic abilities.	3.67	0.47	Strongly Agree
I feel more motivated to overcome academic challenges because of the support provided by the KIDman program.	4.00	0.00	Strongly Agree
The opportunities for leadership and involvement in the KIDman program enhance my engagement with my education.	3.67	0.47	Strongly Agree
Weighted Mean	***3.80***		
SD	***0.28***		
Verbal Interpretation	***Significant Impact***		

The weighted mean value of 3.80 with a standard deviation of 0.28 revealed that the impact of the KIDMan Program on students' motivation and engagement was interpreted as *significant.*

It implies that the KIDMan Program has a significant and positive impact on students' motivation and engagement. The high mean value and low standard deviation suggest a strong and consistent perception among participants that the program effectively enhances their enthusiasm for school activities and their involvement in academic work. This indicates that the program successfully provides the necessary support, resources, and opportunities to boost students' confidence and motivation, leading to a higher level of engagement and commitment to their education.

These findings align with Garcia and Santos (2021), who found that scholarship and mentorship programs that provide consistent academic support and opportunities for student involvement lead to higher levels of motivation and engagement. Their study emphasized that students who receive structured assistance tend to develop a stronger commitment to their education and a greater sense of belonging within the school community.

Similarly, Martinez et al. (2020) highlight that encouraging student leadership and participation in school-related activities strengthens their motivation, self-efficacy, and academic persistence. Their research found that programs integrating leadership development and mentorship significantly contribute to long-term engagement and academic success.

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Table 7. Impact of the KIDMan Program on Students' Personal Development

Statements	MEAN	SD	REMARKS
The mentorship provided by the KIDman program has been valuable in my personal growth.	4.00	0.00	Strongly Agree
The KIDman program has provided opportunities for me to develop strong communication skills.	3.67	0.47	Strongly Agree
The KIDman program has helped me develop essential life skills such as time management and organization.	3.67	0.47	Strongly Agree
Through the KIDman program, I have gained a better understanding of my personal strengths and weaknesses.	4.00	0.00	Strongly Agree
The KIDman program has encouraged me to set and work towards personal goals beyond academics.	4.00	0.00	Strongly Agree
Weighted Mean	***3.87***		
SD	***0.19***		
Verbal Interpretation	***Significant Impact***		

The weighted mean value of 3.87 with a standard deviation of 0.19 revealed that the impact of the KIDMan Program on students' personal development was interpreted as *significant.*

It implies that the KIDMan Program has a notably positive impact on students' personal development. The high mean value and low standard deviation indicate a strong and consistent perception among participants that the program effectively supports their personal growth. This suggests that the program provides valuable mentorship, opportunities for skill development, and encourages self-awareness and goal setting. The significant impact reflects the program's success in fostering essential life skills and personal attributes that contribute to students' overall growth and well-being.

These findings align with Smith and Delgado (2021), who emphasize that mentorship programs significantly enhance students' personal and leadership development by fostering self-awareness, communication skills, and goal-setting behaviors. Their study found that students who engage in structured mentorship initiatives develop stronger resilience and adaptability in both academic and personal aspects of life.

Similarly, Reyes et al. (2020) highlight that educational programs that integrate life skills training contribute to students' long-term success by equipping them with essential personal competencies. Their research shows that students who receive guidance in organization, time management, and self-reflection tend to demonstrate higher motivation, confidence, and career readiness.

Table 8. Impact of the KIDMan Program on Students' Academic Performance

Statements	MEAN	SD	REMARKS
The resources and materials from the KIDman program are effective in helping me achieve better academic results.	3.67	0.47	Strongly Agree
The KIDman program's academic support has helped me excel in subjects where I previously struggled.	4.00	0.00	Strongly Agree
My performance in exams and assignments has improved due to the assistance provided by the KIDman program.	4.00	0.00	Strongly Agree
I feel better prepared for academic challenges because of the support offered by the KIDman program.	4.00	0.00	Strongly Agree
The program's emphasis on academic excellence has motivated me to improve my performance in school.	4.00	0.00	Strongly Agree
Weighted Mean	***3.93***		
SD	***0.09***		
Verbal Interpretation	***Significant Impact***		

The weighted mean value of 3.93 with a standard deviation of 0.09 revealed that the impact of the KIDMan Program on students' academic performance was interpreted as *significant.*

It implies that the KIDMan Program has a highly significant impact on students' academic performance. The high mean value and low standard deviation indicate a strong and consistent perception among participants that the program effectively supports and enhances their academic outcomes. This suggests that the program's resources, materials, and academic support are highly effective in improving students' performance in exams and assignments, addressing areas of struggle, and boosting overall academic

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achievement. The significant impact reflects the program's success in fostering academic excellence and preparing students to meet academic challenges with confidence.These findings are consistent with Garcia and Mendoza (2021), who found that scholarship programs that integrate academic support services, such as tutoring and mentoring, significantly enhance student performance and retention rates. Their study emphasized that students who receive structured academic assistance and financial support exhibit higher motivation and improved learning outcomes.

Similarly, Santos et al. (2020) highlight that providing students with educational resources and reducing financial stress contribute to better academic engagement and performance. Their research demonstrated that students with access to scholarship programs often outperform their peers due to the reduced burden of financial hardship, allowing them to focus more on their studies.

Identified Strategies for Sustainability and Expansion of the KIDMan Program

Identified strategiesto be implemented to ensure the sustainability and expansion of the Project 'Kabataang Iskolar ng Don Manuel' to benefit more students in the future are the following: (1) additional scholars in the next school years, (2) efficient way to choose scholars, (3) effective and progressive mentor-mentee relationships, (4) expansion of the program through extended support of the internal and external stakeholders, (5) extended partnership with local organizations, NGOs, and other educational institutions, (6) creating a strong alumni networks for more scholarship opportunities

The "Kabataang Iskolar ng Don Manuel" action research revealed significant insights into the program's effectiveness in supporting academically talented but financially disadvantaged students. The quantitative analysis showed a noticeable improvement in the academic performance of scholars, with many exhibiting higher grades, better attendance, and increased participation in extracurricular activities compared to their peers. These results validate the program's impact in alleviating financial barriers and enabling scholars to focus on their studies without the stress of economic hardship.

Qualitative data from interviews and focus group discussions highlighted the positive personal growth and increased motivation among the scholars. Many reported feelings more confident and supported, thanks to the mentorship and academic guidance provided by the program. This holistic support system was found to be a critical factor in the scholars' success, reinforcing the importance of combining financial aid with personal development resources. Additionally, the program's community engagement component helped scholars develop leadership skills and a sense of social responsibility, further contributing to their overall growth.

However, the research also identified some challenges and areas for improvement. While the program was successful in many aspects, the limited availability of resources meant that not all deserving students could be supported. Some scholars also faced external pressures, such as family responsibilities, that the program was not fully equipped to address. These limitations suggest the need for additional support mechanisms and potential expansion of the program to reach more students.

Reflecting on the results, the "Kabataang Iskolar ng Don Manuel" program is making a meaningful difference in the lives of its scholars, but there is room for growth. The positive outcomes affirm the program's approach, but the challenges underscore the need for continuous adaptation and improvement. Future iterations of the program could explore partnerships with more sponsors, enhance support for scholars facing non-academic challenges, and develop strategies to sustain and expand the program's reach. Overall, this action research has provided valuable insights that will guide the ongoing efforts to empower the next generation of scholars at Don Manuel Rivera Memorial Integrated National High School.

VI. ACTION PLAN

Program Expansion and Resource Mobilization is the main plan of action regarding this action research with the main objective of increasing the number of scholarships and extend support to more deserving students through the following course of actions:

1. Identify Potential Sponsors: Engage with local businesses, alumni, NGOs, and government agencies to secure additional funding and resources.
2. Grant Writing and Fundraising Events: Organize grant writing campaigns and fundraising events to generate more financial support.
3. Community Partnerships: Form partnerships with community organizations to share resources and extend the program's reach.

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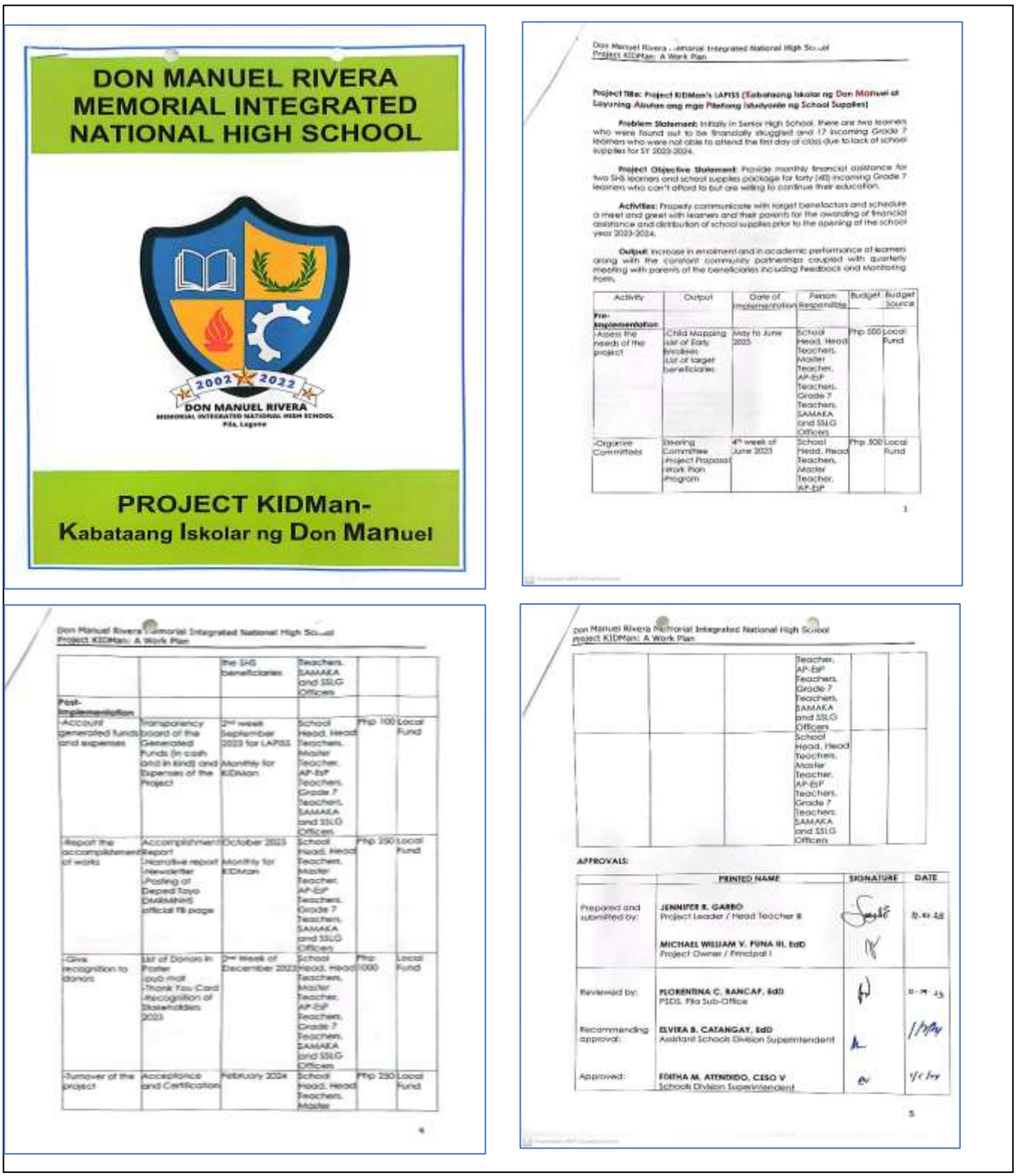
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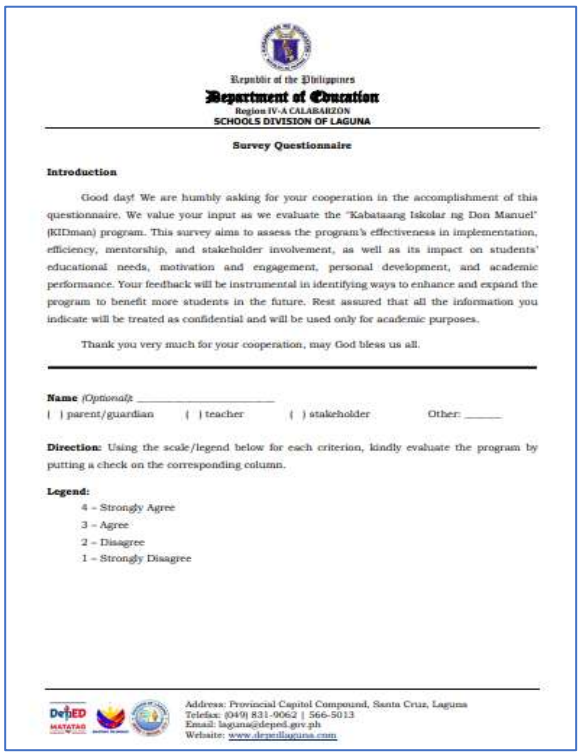
APPENDICES

(Plan for research dissemination, advocacy and utilization



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(Validated research instruments) Survey Q1



Republic of the Philippines
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Region IV-A CALABARZON
SCHOOLS DIVISION OF LAGUNA

Survey Questionnaire

Introduction

Good day! We are humbly asking for your cooperation in the accomplishment of this questionnaire. We value your input as we evaluate the "Kabataang Iskolar ng Don Manuel" (KIDman) program. This survey aims to assess the program's effectiveness in implementation, efficiency, mentorship, and stakeholder involvement, as well as its impact on students' educational needs, motivation and engagement, personal development, and academic performance. Your feedback will be instrumental in identifying ways to enhance and expand the program to benefit more students in the future. Rest assured that all the information you indicate will be treated as confidential and will be used only for academic purposes.

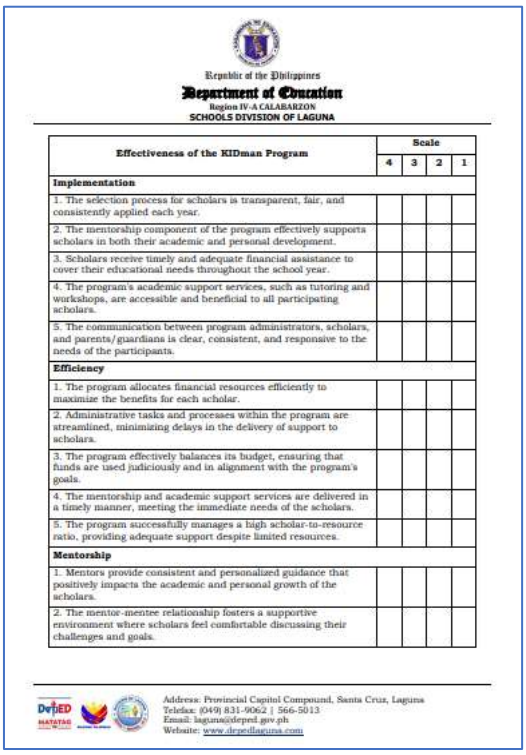
Thank you very much for your cooperation, may God bless us all.

Name *(Optional)*: _____
( ) parent/guardian ( ) teacher ( ) stakeholder Other: _____

Direction: Using the scale/legend below for each criterion, kindly evaluate the program by putting a check on the corresponding column.

Legend:
4 – Strongly Agree
3 – Agree
2 – Disagree
1 – Strongly Disagree

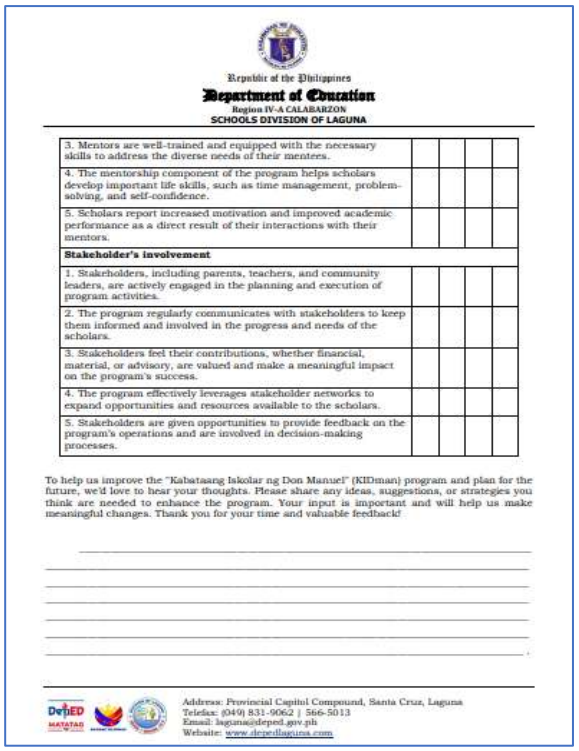
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Effectiveness of the KIDman Program	Scale 4	3	2	1
Implementation				
1. The selection process for scholars is transparent, fair, and consistently applied each year.				
2. The mentorship component of the program effectively supports scholars in both their academic and personal development.				
3. Scholars receive timely and adequate financial assistance to cover their educational needs throughout the school year.				
4. The program's academic support services, such as tutoring and workshops, are accessible and beneficial to all participating scholars.				
5. The communication between program administrators, scholars, and parents/guardians is clear, consistent, and responsive to the needs of the participants.				
Efficiency				
1. The program allocates financial resources efficiently to maximize the benefits for each scholar.				
2. Administrative tasks and processes within the program are streamlined, minimizing delays in the delivery of support to scholars.				
3. The program effectively balances its budget, ensuring that funds are used judiciously and in alignment with the program's goals.				
4. The mentorship and academic support services are delivered in a timely manner, meeting the immediate needs of the scholars.				
5. The program successfully manages a high scholar-to-resource ratio, providing adequate support despite limited resources.				
Mentorship				
1. Mentors provide consistent and personalized guidance that positively impacts the academic and personal growth of the scholars.				
2. The mentor-mentee relationship fosters a supportive environment where scholars feel comfortable discussing their challenges and goals.				

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3. Mentors are well-trained and equipped with the necessary skills to address the diverse needs of their mentees.				
4. The mentorship component of the program helps scholars develop important life skills, such as time management, problem-solving, and self-confidence.				
5. Scholars report increased motivation and improved academic performance as a direct result of their interactions with their mentors.				
Stakeholder's involvement				
1. Stakeholders, including parents, teachers, and community leaders, are actively engaged in the planning and execution of program activities.				
2. The program regularly communicates with stakeholders to keep them informed and involved in the progress and needs of the scholars.				
3. Stakeholders feel their contributions, whether financial, material, or advisory, are valued and make a meaningful impact on the program's success.				
4. The program effectively leverages stakeholder networks to expand opportunities and resources available to the scholars.				
5. Stakeholders are given opportunities to provide feedback on the program's operations and are involved in decision-making processes.				

To help us improve the "Kabataang Iskolar ng Don Manuel" (KIDman) program and plan for the future, we'd love to hear your thoughts. Please share any ideas, suggestions, or strategies you think are needed to enhance the program. Your input is important and will help us make meaningful changes. Thank you for your time and valuable feedback!

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Project KIDMan
(Kabataang Iskolar ng Don Manuel)

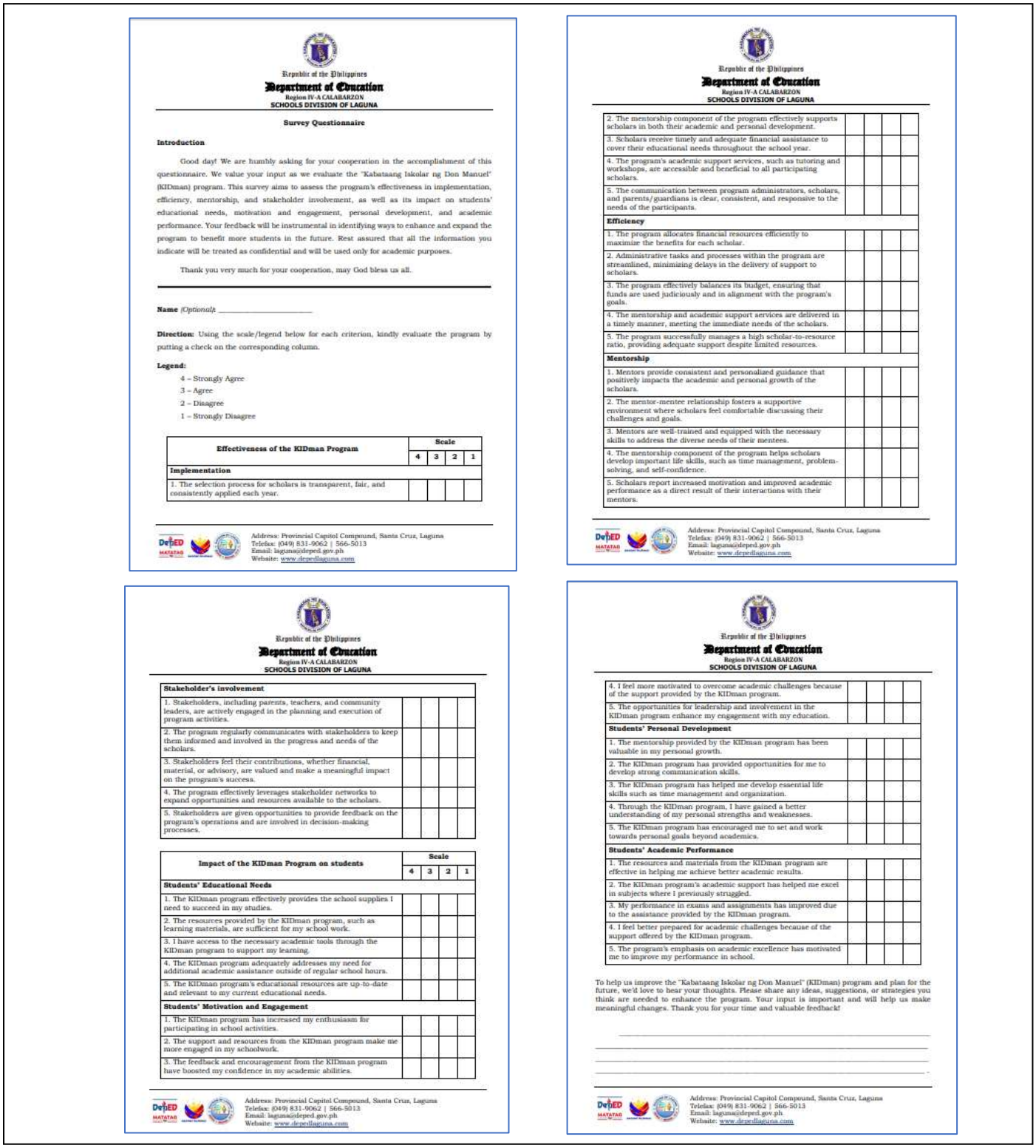
Description

This project is a personal initiative that has been extending financial support and giving away school supplies to qualified learners, (financially struggled learners) who have been observed persistent and eager to pursue their studies against the odds of life. This has been possible through the support of close friends and their friends who are benevolent-hearted to carry the goals and objectives of this project. This has been working since 2018 with Mam Josie Orijola as our Principal up to the present through the effort of one of our benevolent-hearted fellow teachers, Sir Mark Reden S. Aglahian.

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(Validated research instruments) Survey Q2



Republic of the Philippines
Department of Education
Region IV-A CALABARZON
SCHOOLS DIVISION OF LAGUNA

Survey Questionnaire

Introduction

Good day! We are humbly asking for your cooperation in the accomplishment of this questionnaire. We value your input as we evaluate the "Kabataang Iskolar ng Don Manuel" (KIDman) program. This survey aims to assess the program's effectiveness in implementation, efficiency, mentorship, and stakeholder involvement, as well as its impact on students' educational needs, motivation and engagement, personal development, and academic performance. Your feedback will be instrumental in identifying ways to enhance and expand the program to benefit more students in the future. Rest assured that all the information you indicate will be treated as confidential and will be used only for academic purposes.

Thank you very much for your cooperation, may God bless us all.

Name *(Optional)*: _____

Direction: Using the scale/legend below for each criterion, kindly evaluate the program by putting a check on the corresponding column.

Legend:
4 – Strongly Agree
3 – Agree
2 – Disagree
1 – Strongly Disagree

Effectiveness of the KIDman Program	Scale			
	4	3	2	1
Implementation				
1. The selection process for scholars is transparent, fair, and consistently applied each year.				
2. The mentorship component of the program effectively supports scholars in both their academic and personal development.				
3. Scholars receive timely and adequate financial assistance to cover their educational needs throughout the school year.				
4. The program's academic support services, such as tutoring and workshops, are accessible and beneficial to all participating scholars.				
5. The communication between program administrators, scholars, and parents/guardians is clear, consistent, and responsive to the needs of the participants.				
Efficiency				
1. The program allocates financial resources efficiently to maximize the benefits for each scholar.				
2. Administrative tasks and processes within the program are streamlined, minimizing delays in the delivery of support to scholars.				
3. The program effectively balances its budget, ensuring that funds are used judiciously and in alignment with the program's goals.				
4. The mentorship and academic support services are delivered in a timely manner, meeting the immediate needs of the scholars.				
5. The program successfully manages a high scholar-to-resource ratio, providing adequate support despite limited resources.				
Mentorship				
1. Mentors provide consistent and personalized guidance that positively impacts the academic and personal growth of the scholars.				
2. The mentor-mentee relationship fosters a supportive environment where scholars feel comfortable discussing their challenges and goals.				
3. Mentors are well-trained and equipped with the necessary skills to address the diverse needs of their mentees.				
4. The mentorship component of the program helps scholars develop important life skills, such as time management, problem-solving, and self-confidence.				
5. Scholars report increased motivation and improved academic performance as a direct result of their interactions with their mentors.				
Stakeholder's involvement				
1. Stakeholders, including parents, teachers, and community leaders, are actively engaged in the planning and execution of program activities.				
2. The program regularly communicates with stakeholders to keep them informed and involved in the progress and needs of the scholars.				
3. Stakeholders feel their contributions, whether financial, material, or advisory, are valued and make a meaningful impact on the program's success.				
4. The program effectively leverages stakeholder networks to expand opportunities and resources available to the scholars.				
5. Stakeholders are given opportunities to provide feedback on the program's operations and are involved in decision-making processes.				

Impact of the KIDman Program on students	Scale			
	4	3	2	1
Students' Educational Needs				
1. The KIDman program effectively provides the school supplies I need to succeed in my studies.				
2. The resources provided by the KIDman program, such as learning materials, are sufficient for my school work.				
3. I have access to the necessary academic tools through the KIDman program to support my learning.				
4. The KIDman program adequately addresses my need for additional academic assistance outside of regular school hours.				
5. The KIDman program's educational resources are up-to-date and relevant to my current educational needs.				
Students' Motivation and Engagement				
1. The KIDman program has increased my enthusiasm for participating in school activities.				
2. The support and resources from the KIDman program make me more engaged in my schoolwork.				
3. The feedback and encouragement from the KIDman program have boosted my confidence in my academic abilities.				
4. I feel more motivated to overcome academic challenges because of the support provided by the KIDman program.				
5. The opportunities for leadership and involvement in the KIDman program enhance my engagement with my education.				
Students' Personal Development				
1. The mentorship provided by the KIDman program has been valuable in my personal growth.				
2. The KIDman program has provided opportunities for me to develop strong communication skills.				
3. The KIDman program has helped me develop essential life skills such as time management and organization.				
4. Through the KIDman program, I have gained a better understanding of my personal strengths and weaknesses.				
5. The KIDman program has encouraged me to set and work towards personal goals beyond academics.				
Students' Academic Performance				
1. The resources and materials from the KIDman program are effective in helping me achieve better academic results.				
2. The KIDman program's academic support has helped me excel in subjects where I previously struggled.				
3. My performance in exams and assignments has improved due to the assistance provided by the KIDman program.				
4. I feel better prepared for academic challenges because of the support offered by the KIDman program.				
5. The program's emphasis on academic excellence has motivated me to improve my performance in school.				

To help us improve the "Kabataang Iskolar ng Don Manuel" (KIDman) program and plan for the future, we'd love to hear your thoughts. Please share any ideas, suggestions, or strategies you think are needed to enhance the program. Your input is important and will help us make meaningful changes. Thank you for your time and valuable feedback!

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