**Scholarship Education Support Program**

**The Quest for Community**

**Development and Implementation**

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**SR 920 Action Research Project Practicum**

**Omega Graduate School**

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**Table of Contents**

|  |  |  |
| --- | --- | --- |
| **1.** | **Introduction**................................................................................................................Outline objectives and scope......................................................................................The chosen sociological theory ................................................................................. | 445 |
| **2.**A.B. | **Statement of the Problem**.............................................................................................The Breakdown of Scholarship required (Student fees, tuition,...........................................workshop, and apprenticeship**)** * Table 1.1. Breakdown of Scholarship Requirements ...................................

(Student Fees, tuition, workshops, and apprenticeship)The returns on investment are glaring.................................................................... | 6667 |
| **3.** | **Background of the Problem**...................................................................................... Problem Overview.....................................................................................................Historical Context......................................................................................................* Table 1.2: Academic and Professional Training course...............................
* Table 1.3 Academic and Professional Diplomas.........................................
 | 888910 |
| **4.**A.B.C.DE. | **Analysis through Sociological Theory**.....................................................................The chosen theory for the problem...........................................................................The initial conversation and proposal for the Scholarship ..................................................commencementHow theory aids understanding.................................................................................Applied Sociology and Clinical sociology (ACS) are crucial................................... | 1111111212 |
| **5.**A.B. | **Faith-Based Analysis of the Problem using NT Wright's**......................................... **"7 universal human longings.**The concept of N.T. Wright’s seven universal human longings.............................. To Relate the scholarship project to N.T. Wright’s principles and longings............  | 131313 |
| **6.**A.B. | **Designing the Intervention Strategies**........................................................................ The detailed intervention plan and strategies............................................................Linking the Interventions to Sociological and Faith-based....................................... Analysis. | 151515 |
| **7.**A.B.C.D. | **Ethical Considerations**................................................................................................To Avoid Ethical Issues and Grounds for Iatrogenic Harm.......................................Adhering to professional ethics, respect, confidentiality, and privacy....................... Cultural Sensitivity, addressing and disclosing bias, and transparency.................... Site Permission.......................................................................................................... | 1717171818 |

**Table of Contents Contd....**

|  |  |  |
| --- | --- | --- |
| **8.**A.B. | Delivery, Evaluation, and Project Implementation .......................................................The Project Implementation Phases and Steps............................................................... * Phase 1: (March 1- 30, 2024) ..........................................................................
* Phase II: (1st to 30th of April 2024)....................................................................
* Phase III (1st to 30th May 2024) .......................................................................
* Phase IV (1st to 30th June 2024): (Scholarship Implementation ....................

Stage) The set criteria for evaluating the scholarship interventions ..........................................  | 19191919202020 |
| **9.****A.****B.** | **Evaluation of Results**..................................................................................................................Assessing the effectiveness based on set criteria.........................................................................* Table 1.4 Scholarship Funds based on redeemable pledges in

April and May 2024. Sociological and Faith-based Perspectives .................................................................................. | 22222223 |
| **10.**A.B**.** | **Reflections**.......................................................................................................................The research process, challenges, and personal outcomes...............................................Specific Constructive Social Change, Broader Implications, and....................................divergent expectations.  | 242425 |
| **11.**A.B. | **Conclusion**.......................................................................................................................Summary Findings and Implications................................................................................Suggestions for future research or action directions......................................................... | 262626 |
|  | **References.**.......................................................................................................................**Glossary, Tables and Charts.**.........................................................................................* Table 1.5 SSIT Sample Ads.................................................................................
* Table 1.6 SSIT / Scholarship Admission Form 2024..........................................
* Table 1.7: SSIT Study Program / Courses..........................................................
* Table 1.8: Scholarship Status form......................................................................
 | 283131323333 |

1. **Introduction**

Education is valued, priceless, and greatly sought after in the Gambia, a West African nation of about two million people, until the pandemic and inflationary trends struck. According to the World Bank.org (2024), Gambian Inflation averaged 16.9% in 2023 – the highest level in decades – caused by imported food inflation, utility tariffs increase, and currency depreciation, dragging down private consumption, increase in poverty mainly due to food price inflation which rose to 22% in 2023, eroding the purchasing power of households. Economic Overview (para. 1).

One of the pioneers of post-secondary education is the St. Stephens Institute of Technology, SSIT, the Gambia. SSIT has stood its ground in the most challenging times when the pandemic, floods, drought, and inflation have affected its school enrollment, student fees, and tuition. St Stephens Institute of Technology, SSIT was established in 1995 and accredited and licensed by the National Accreditation and Quality Assurance Authority (NAQAA), established by an Act of Parliament (NAQAA AACT) in April 2015. SSIT is witnessing low student enrollment due to the inability of about 20% - 30% of new and existing students to pay their tuition and school fees in the aftermath of the pandemic. Rising unemployment is compounded by the recent droughts and floods, which took a toll on its educational resources, business, and investments.

**A. Outline objectives and scope.**

i) The primary objective is to identify and verify sources for scholarship funding to boost student enrolments.

ii) To identify the individual needs of the prospective students who are dropping out of school and defaulting on the payment of school fees at SSIT.

iii) To stimulate corporate partnership in its financial sponsorship and grant drive through apprenticeship, internship, and volunteering intervention programs

**B. The chosen sociological theory**

The chosen sociological theory is structural functionalism. This is because the issues of school dropouts and defaulting fees at SSIT relate to social and contingency education; they reflect the sociological theory of Structural functionalism, which suggests that the family and societal systems are functional structures (Wasilah, 2023). Education is a fundamental human right. The United Nations General Assembly in Paris (10 December 1948) drafted and ratified the Universal Declaration of Human Rights (UDHR), which included the right to an education for all (Zickafoose et al., 2024, para. 1) Introduction. When the economy is not functioning well, the functions of other social institutions are limited (Kapilima, 2024, p. 22, para. 4).

**2. Statement of the Problem**

 St. Stephens Institute of Technology, SSIT, is faced with the central issue of decreasing student enrolment and the increasing dropout of students due to a lack of financial means to pay their tuition and fees and not a lack of abilities. This creates some financial burden and strain on the SSIT’s annual financial budget and its ability to meet its financial obligations. When the Covid pandemic struck in 2019 and 2020, there was a remarkable drop in student enrollment and attendance. The parents and the students were out of work for safety and precautionary measures to guide against infections. Moreover, several parents and students lost their jobs and have not recovered fully.

Providing scholarships to boost school enrolment is critical. This is difficult for the school authority amid the local and national inflationary trends. However, SSIT will need financial support and sponsorship from corporate institutions, private foundations, and organizations to accomplish its scholarship drive. About fifty thousand dollars ($50,000) is required to offer scholarships to thirty prospective students to enable them to pursue studies in the areas of interest shown in column 2 in Table 1.1.

**A. The Breakdown of Scholarship required (Student fees, tuition, workshop, and**

 **apprenticeship)**

**Table 1.1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1Nos | 2Program of Studies | 3Duration of StudiesMonths | 4Number ofScholarshipRequired | 5Annual Fees and Tuition$ | 6Other Fees: Tech-Workshops/Internship/Apprenticeship$ | 7TotalFeesColumns**(5 + 6)**$ | 8ScholarshipRequiredColumns**(4 x 7)**$ |
| 1. | Post Graduate Diploma inCommerce and E-Strategies | 12 | **9** | 1000 | 800 | **1800** | **16,200** |
| 2. | Advance Diploma | 6 | **6** | 1000 | 750 | **1750** | **10,500** |
| 3. | Diploma | 6 | **6** | 900 | 750 | **1650** |  **9,900** |
| 4. | Advance Certificate | 4 | **5** | 800 | 700 | **1500** |  **7,500** |
| 5. | Certificate | 4 | **4** | 800 |  675 | **1475** |  **5,900** |
|  |  | **Total** | **30** |  |  |  | **$50,000** |

**Table 1:1** shows three vital data in columns 2, 4, and 8 on a program of studies, scholarship for 30 students, and the projected scholarship funds of $50,000

**B. The returns on investment are glaring**

 Upon graduation, most students work and give back to the community; some enlist in the military, work in government agencies, become entrepreneurs, teachers, etc. SSIT students are attached to industries and organizations as interns, apprentices, and volunteers upon graduation, contributing their talents and skills toward organizations and community development. SSIT utilizes these links with corporate institutions to establish socio-educational relations with its corporate partners, supermarkets, and industries in the short and long term. A shortfall in its finances would significantly cause a gaping hole or workforce shortages in the community. This may linger on until addressed.

**3. Background of the Problem**

 Despite its small population, it remains one of the most culturally rich countries on the continent and one of the poorest countries. It has a literacy of about 55%. Drought remains a significant natural hazard, with about a 30% drop in annual rainfall in the last 30 years. It hurts agricultural production, creating a scarcity of drinking water (Africa World, 2024, para. 4-6). Sometimes, there are ravaging floods with flooded riverbanks and rural farms, etc., which further compound the situation, creating some adverse effects on local and national institutions' environmental, economic, financial, and industrial resources.

**A. Problem Overview**

The nature of the problem is that Gambia is vulnerable to flooding, droughts, storms, and coastal erosion, which can damage tourism, fishing, and industrial outputs and lead to vast unemployment. SSIT is facing a decrease in student enrollment due to droughts and floods, which negatively impact the economy, the job market, and school attendance directly or indirectly, especially when students and their parents are out of work. They cannot afford to pay their children's school fees, causing student dropouts.

**B. Historical Context**

Despite the significance of education, the Gambian educational sector receives little funding compared to other sectors. The lack of financial support hinders the provision of essential resources, the implementation of necessary reforms, and adequate teachers’ pay. The issue of access to education is one of the significant difficulties the Gambian educational system is currently facing. Disparities continue, especially in rural and urban areas, despite the efforts to raise the levels and rates of enrolment among young adults. According to the UNESCO Institute for Statistics, there are still gender gaps, with fewer girls having access to education because of social and cultural constraints (Brokenchalk.org, 2024, para 4 - 7).

**i) Student population and academic programs**

 SSIT commenced business with a student enrolment of 25 students in 1995. Presently, the institute has 80 students 60 students are full-time, 20 are part-time, and in the evening session. The average student population typically ranges from 110 to 135 students.

**ii) SSIT Academic and Professional Training Courses**

**Table 1.2**

|  |  |  |
| --- | --- | --- |
| 1. Project Development Studies
2. Mass Communication
3. Insurance Management
4. Architecture
5. Estate Management
 | 1. AAT Accounting
2. Secretarial Studies
3. Business Management
4. Computer Information Technology
5. Management Studies
 | 1. Business Statistics
2. Marketing Management
3. ABE Associate Business Executive
4. Commerce and E-Strategies
 |

SSIT's academic achievements and overall growth in its 29 years of existence are further enhanced and supported (Cheung et al., 2024)by its energetic teachers and the pragmatic Proprietor and Principal. The Institute has valued exemplary performances (Landau, 2022) in its local and external exams from its inception till date. SSIT has witnessed 80% to 100% overall results in its numerous local and external exams at the City and Guilds of London and Pittman’s of London due to its aligning educational strategies (Leonard & Watts, 2022) with human and community development initiatives.

**Academic and Professional Diplomas**

**Table 1.3**

|  |  |
| --- | --- |
| **Academic /Professional Programs** | **Exams and Diplomas Awarded** |
| 1. Post Graduate Diploma:
2. Advanced Diploma:
3. Diploma:
4. Advanced Certificates:
5. Certificates:
 | School awarded. The school awarded / Ext Exams: Pitman / City and Guilds of London.The school awarded / Ext Exams: Pitman / City and Guilds of London.The school awarded / Ext Exams: Pitman / City and Guilds of London.The school awarded / Ext Exams: Pitman / City and Guilds of London. |

**4. Analysis through Sociological Theory**

**A) The chosen theory for the problem**

 The sociological imagination theory of C. Wright Mills helps us understand the students' financial needs, hindering them financially from attending SSIT. Sociological imagination is a concept that refers to the ability to connect personal experience with more extensive social structures and to see the link between personal troubles and public issues. This allows us to see how our environment and society influence our lives (Meridian University.edu, 2023, para .1 and 2), Introduction. Moreover, C. Wright Mills suggests that the relationship between individual experiences and larger social forces is crucial. This theory relates to the scholarship program and its pilot scheme in its contextual precepts and social, educational institution, and experiential relations framework. This will be helpful in the SSIT scholarship intervention designed to stave off a decrease in student enrollment and the increasing dropout due to a lack of financial resources. Social problems, more significant than the sum of their parts, must be understood within their historical context and should be researched, and activism is insufficient (Reichard et al., 2024; Wright, 2024). SSIT’s intent to offer scholarships to 30 underprivileged students informs the cultural integrity (Branson & Martinez, 2023) of SSIT and its leadership and the ethical standards it subscribes to in its relationship-building (Uwen & Ukaegbu, 2024) and community development initiatives.

**B) The initial conversation and Proposal for the Scholarship commencement**

 The sociological practitioner (SP) invites the stakeholders of St. Stephens Institute of Technology, the SSIT Director General, the Principal, the teacher, and an SSIT alumnus to open virtual Zoom discussions on how students’ needs and enrollment can be addressed through scholarship awards, financial sponsorship, and donations involving some dialogic communication and education. The SP will observe the meeting agenda, take notes, and produce reports on how these potential resources can be best mobilized to fill the school's depleting student contingency gaps.

**B) How theory aids understanding**

 The theoretical concept of Kurt Lewin underscores Lewin’s participatory and interactive process of planning, action, observation/and fact-finding (OGS.edu, 2024), which relates to the SSIT scholarship program. To buttress this, Durkheim’s structural functionalism theory reflecting the contingency of proactivity and institutional mutuality is echoed by Wasilah (2023): In the structural-functional approach, society is seen as a collection of interrelated parts. In society, reciprocity and symbiotic relationships are mutual. A system is dynamic when it strives toward equilibrium. The existence of social dysfunction or social differences can eventually be resolved by itself because of adaptation and institutionalization processes (Abstract). In essence, the proposed scholarship awards to students are transformational; they correlate and inform a broad spectrum of multi-disciplinarity in community, education, and business development.

**C. Applied sociology and Clinical sociology** **(ACS) are crucial**

 Applied sociology translates foundational sociology to audiences. Clinical sociology incorporates translational interventions with design, implementation, and evaluation meant to improve outcomes and solve challenges (AACS.net, 2024), like what SSIT school faces in its enrolment shortfall requiring a scholarship booster. These strategies reflect the additives in Wasillah’s “adaptation and institutionalization processes,” which refer to social and cultural change (Zevallos, 2009) and capacity-building initiatives.

**5. Faith Based on Analysis of the problem using NT Wright's "7 universal human**

 **longings**

**A) The concept of N.T. Wright’s seven universal human longings** fit squarely in analyzing

SSIT students’ financial predicament requires intervention in the scholarship award. "N.T.Wright uses the Gospel of John 1:1 and some scriptures to reveal how Christianity presents a compelling and relevant explanation for our world when specific secular situations do not have immediate solutions. In contrast, they have a solution through some biblical contextualization reflecting the N.T. Wright’s seven “signpost ” indicators inherent in human longings are i) Justice, ii) Spirituality, iii) Relationships, iv) Beauty, v) Freedom, vi) Truth, and vii) Power. The elements of Spirituality here (besides righteousness) convey empathy, relationship, and empowerment, which reflect the SSIT concept of scholarship for underprivileged students who cannot afford to pay their fees and tuition.

**B) To Relate the scholarship project to N.T. Wright’s principles and longings**

SSIT's scholarship drive is empathic and compassionate, and it aims to give underprivileged students equal opportunities to attend school without default. The SSIT scholarship moves to replicate God’s goodwill and the good Samaritan instances (in Luke 10:29–37) to the students. There is a shared love and the divine touch or even natural will to provide the students with books, access to internships, and apprenticeships also incorporated in the scholarship awards (Luke 6:38).

i) **The Faith Context** is an integral element of the Christian worldview. It finds its credence and pathways in biblical and divine truth fashioned out of teaching and believing, training and study experiences. This continuum of divine precepts bears the heavens tapestry; it is ethnopragmatically conceived to communicate the conceptualization of  *CHI,* God” (Uwen & Ukaegbu, 2024) Abstract. Uwen and Ukaegbu and Wright’s Pathways attest to the doctrinal references from God’s reverent sacrifice (John 3:16), Mark 11:24 (steadfast prayers, asking and receiving), and Psalm 50:15 (God’s help in times of trouble). They reflect the adventure and the aspirations of the proposed SSIT scholarship program.

**ii) In the first pathways** of his study,Wright cautions that it is customary to acknowledge one's vulnerability in the presence of daunting challenges and to see the peace, tranquility, and normality that come from God, as in Malachi 3:10, “rebuking thedevourer,” and Deuteronomy 31:8: The LORD himself goes before you and will be with you; he will never leave you nor forsake you.

iii) **According to Wright, the second pathway** portrays the consistency of hearing and acting on the word of God as followers of Jesus of Nazareth—Romans 10:17 and James 2:1. The SSIT scholarship program recounts the faith-proactive tendencies of these divine and practicable solutions.

**6. Designing the Intervention Strategies**

 **A) The detailed intervention plan and strategies**

 The SP and SSIT will mobilize collaborative financial donors, sponsors, and partnerships to create scholarship funding for thirty to thirty students at the SSIT who either drop out of school due to lack of funding, unemployment, or family inability to meet such financial needs and requirements. SP will determine the students' and their parents' employment and income demographics. He will verify the individual and group needs for scholarship based on the student test scores, motivation, and aspirations.

SP and SSIT will identify and mobilize prospective sources for $50,000 in scholarship funding to boost prospective enrolments (based on historical records, notes, observations, and current study projections). See redeemable pledges and contributions in Table 1:4 on page 21.

It will ensure SSIT applies some proactive, strategic initiatives to engage local and national government partnerships for financial support. It will utilize apprenticeship, internship, and volunteering intervention programs to stimulate corporate partnership and future scholarship funding to be cost and time-effective. The SSIT management consultancy retainership to corporate organizations will be seen as an operational intervention to boost its finances for current and future scholarship endeavors.

**B) Linking the Interventions to Sociological and Faith-based Analysis**

In the study research process, the sociological practitioner, SP, links, consults, and adopts C. Wright Mills's sociological imagination theory, which argues that “personal lives and the social world are interconnected (Meridian University.edu, 2024, para. 4). The additives, “social world” (which SSIT is part of ) relate and connect to the “personal lives” (of the students’ financial plight) causing them to drop-out and lack of enrolment.

N.T. Wright’s human longing for “spirituality” indicates human “vulnerability” and the empathic and compassionate tendency for SSIT to replicate God’s goodwill and the good Samaritan instances (in Luke 10:29 ) to provide the students with educational enrolment possibilities to attend SSIT, have access to internships, and apprenticeships, incorporated in the scholarship awards (Luke 6:38).

The faith-based scriptural references in John 1.1 exemplify the stoic fortitude of SSIT to embark on such a scholarship drive as the participants (SSIT and students) find grace and perseverance in the scripture Genesis 1.26 to “Go Yee and multiply and be fruitful. The scriptural references reflect the empathic and compassionate tendencies of SSIT to lend a hand and support the underprivileged students with scholarship to attend school without default.

**7. Ethical Considerations**

**A.**  **To Avoid Ethical Issues and Grounds for Iatrogenic Harm**

 Evidence-based, professional, and ethical considerations will be considered in the scholarship award to SSIT prospective students. The move is to avoid iatrogenic, biased interventions designed to avoid harm in the scholarship award process. Significantly, when the school is faced with decreasing enrollment, and students drop out due to a lack of funds to pay their fees and tuition, this is not a lack of academic abilities on the part of the students. Similarly, immediate action is needed to end interventions that cause harm. Using a knowledge base on iatrogenic effects can provide policymakers with a valuable tool to help avoid causing harm in the first instance (Welsh et al., 2020). Abstract.

**B.** **Adhering to professional ethics, respect, confidentiality, and privacy.**

 The SP and all SSIT participants in the scholarship project will adhere to professional, ethical standards and equity criteria and respect all participants’ confidentiality and privacy in the scholarship award.

The selection of students will be based on merit and equity. The process will involve utilizing the poverty alleviation metrics associated with scaling sections of the community demographics.

Moreover, it will determine the income brackets of the students and their parents to select potential students from low-income family backgrounds, with a low-income average or less. These devised metrics of measurements will be used to determine selected groups of awardees within the confines of social, rational standards of equity and fairness in the scholarship award and implementation programs.

 **C) Cultural Sensitivity, addressing and disclosing bias, and transparency**

 SP and SSIT are culturally sensitive and ensure they abide by ethical standards in their scholarship drive. According to Saidat, L.B. (2024), three interrelated ideas—poverty, ethics, and morality—can profoundly affect people's lives. Educational growth is one of the pillars of any prosperous and civilized country. Organizations have all been drawn to the development of the educational sector (Dukor, 2017). Introduction (para. 1 and 2), to which SSIT subscribes.

Parsloe, E. (2024) adds that Creating a mentoring culture can transform a business. It can address many talent and leadership-based challenges and tap into the potential of knowledge transfer across a multi-generational workplace.

SP and SSIT will ensure transparency and accountability in data and information gathering through notes and observations. Data and information will be scrupulously analyzed and disseminated as credible information across appropriate channels inside or outside SSIT.

The research and interventions will be culturally sensitive and appropriate to address potential or existing bias (if any) through mentoring and coaching of SSIT staff involved in the scholarship program. There will be no breach of confidentiality.

**D) Site Permission**

 The sociological practitioner, SP, will seek approval for site permission from the St Stephens Institute of Technology, SSIT, to conduct the scholarship research study relating to the school on its premises and virtually through planned Zoom conferences. This will involve all concerned at SSIT and the SP taking notes and making observations, utilizing any SSIT’s historical data and valuable information in the scholarship project. Some study tours may be required to contact donors and corporate sponsorship funding, FM radios, and TV stations where necessary through correspondence, phone, Zoom conferencing, and email messages.

**8) Delivery, Evaluation, and Project Implementation**

**A) The Project Implementation Phases and Steps**

The SSIT Scholarship Project Award will be executed in 4-Phases: March to June 2024:

**Phase 1: (March 1- 30, 2024)**

 The initial SSIT team of stakeholders’ conversation begins. This includes:

1. The Scholarship Proposal is made known to stakeholders and school management. A virtual meeting is convened through Zoom to engage the stakeholders in an open conversation to discuss and share their opinions about the proposed scholarship. The stakeholders comprise 1) the SSIT Director General, 2) The principal, 3) One SSIT Trustee, 4) One teacher, and 5) One SSIT alumnus.
2. The sociological practitioner (SP) observes the meeting and takes notes of the vital items discussed: SSIT, student dropouts, and low enrolment due to a lack of financial means.
3. The needs of the students and parents are identified to determine the priorities of interventions: mobilization methodology and process.

**Phase II: (1st to 30th of April 2024)**

1. In consultation with SSIT, the Sociological Practitioner (SP) identifies a list of regular sponsors, donors, and grants from government and private sources to determine the scholarship's financial resources plan.
2. Scholarship advert costs and funding are quantified, and prospects are analyzed.
3. SSIT will utilize radio talk shows, BBQ drive-in socialization forums, religious gatherings, and correspondences to solicit financial support for its scholarship program where necessary.

**Phase III (1st to 30th May 2024)**

1. Funding pledges of $50,000 are secured partly or wholly as achievable targets based on historical records of the past, recent, and current strategic plans.
2. To mobilize scholarship funds, donations, and sponsorship from well-placed and successful alums of SSIT and local, national, and overseas chapters to support the scholarship program.
3. Potential scholarship candidates undergo aptitude testing, exams, interviews, and placement assessments. Thirty-30 prospective scholarship recipients are selected. As of 17th of May 2024, SSIT receives redeemable pledges and funding amounting to $37,500 from corporate donors, sponsors, alums, banks, and private organizations,

**Phase IV (1st to 30th June 2024): (Scholarship Implementation Stage)**

1. The Sociological Practitioner (SP) and the SSIT Board of Trustees meet virtually over Zoom to finally approve and announce the scholarship funds received.
2. The first 20 prospective students will enroll on May 23rd, 2024. The remaining ten students will be enrolled by early June 2024.
3. A scholarship project assessment, evaluation, and reviews are conducted to determine the attributes and success of the scholarship funding. SSIT is an all-year-round admission/study program institution.

**B. The set criteria for evaluating the scholarship interventions**

 The goals and objectives serve as the basis for assessing and evaluating the success of the scholarship interventions and determining the levels of accomplishment or areas to work on now or in the future.

1. The dialogic communicative intervention involving the initial open conference by SSIT staff accomplished its purpose by unveiling the root causes of student dropouts and declining enrolment and the remedy through scholarship funding.
2. The SP’s observations and notes presented some analytical interventions. SSIT identified a broad range of causes, including national unemployment, post-pandemic fallouts, creating urgent financial needs of the students, and SSIT.
3. The scholarship funding was a strategic move to support underprivileged students, boost enrollment, and meet SSIT budgetary expectations.

**9. Evaluation of Results**

**A. Assessing the effectiveness based on set criteria**

 Some historical records show that the established partnerships with corporations and institutions have paid dividends. SSIT’s apprenticeship, internship, and volunteering programs with corporate partners, banks, embassies, and private organizations have helped stimulate some financial donations and sponsorships. The project's effectiveness is glaring. Between early March and mid-May 2024, SSIT received several redeemable pledges amounting to 75% of the projected scholarship funds of $50,000, that is $37,500 from its trusted and loyal partners, including banks, alums local and overseas, including embassies, diplomatic missions, industries, and private organizations. See Table 1.4 and the Key below.

**Table 1.4**

**Scholarship Funds based on redeemable pledges in April and May 2024.**

|  |  |  |  |
| --- | --- | --- | --- |
| **1****Scholarship Sponsors and Donors** | **2****Contributions****$** | **3****Gambian Currency****Dalasi****$1 = D60** | **4****Target ($50,000)****100%** |
| 1. SSIT  | 7,000, | D420,000 | 14% |
| 2. Three Financial Institutions | 9,000 | D540,000 | 18% |
| 3. Five NGOs | 8,000 | D480,000 | 16% |
| 4. Six Religious organizations | 6,000 | D360,000 | 12% |
| 5. Eight Corporate Institutions | 7,500 | D450,000 | 15% |
| **Total** |  **$37,500** |  **D2,250,000** | **75%****(Redeemable Pledges)** |

**Key**

Table 1.4 above shows redeemable pledges of 75%, or about $37,500, between March and May 2024, based on correspondence, emails, and contacts.

* Most times, some local banks will approve a soft loan or overdraft for SSIT based on trust, the strength, and efficacy of the influential sources of the redeemable pledges, which get paid as redeemed donations.

**B. Sociological and Faith-based Perspectives**

Contextualizing the sociological imagination theory of C. Wright Mills, Lewin, NT Wright, and Durkheim is critical. These theories share the commonality of social, educational, and community development related to the goals and aspirations of the SSIT scholarship project.

The relationship and empowerment principles and models derived from NT Wright’s human longings will help change the world through educational opportunities, empathy, and equity, which the scholarship will offer to underprivileged students, families, and communities.

**10. Reflections**

**A. The research process, challenges, and personal outcomes**

The Scholarship research process requires identifying areas of interest and conveying the initial dialogic communication intervention, involving taking notes with observations about the students. It is an urgent financial need requiring a scholarship project. Moreover, the sociological practitioner adopts and contextualizes Durkheim’s theory of functional structuralism and C. Wright Mills’ sociological imagination, including the N.T. Wright’s 7-human longings, the applied and clinical sociological theories, and principles are also consulted in analyzing the project from its proposal to its implementation phases I to IV, from March to June 2024.

Some challenges ranged from the recent spillover effects of the pandemic, floods, droughts, and rising inflation, which created mass national unemployment in Gambia from 2022 until 2024. Unemployment impacted parents and former SSIT students, causing school dropouts and decreasing enrolments.

Through this project, the SSIT is committed to overcoming students’ financial plight by creating a scholarship funding program award for 30 students to lend a hand to prospective students and families. Moreover, to meet its quarterly and annual enrolment and budgetary targets in the Scholarship Project in Phases 1 to IV, in section 8, pages 18 to 19.

The personal outcomes are demonstrated in getting the scholarship program up and running between March and June 2024. It looks promising, with a considerable number of redeemable pledges realized. The depth and extensive research studies undertaken, coupled with adopted theories, devised principles, and operational models, are remarkably derived.

**B. Specific Constructive Social change, Broader Implications, and divergent**

 **expectations**

 Specifically, the project will contribute to social change based on its multi-prong approach. The SP is nurtured in the multidimensions of the scholarship project and its transformational process (Reid, 2020) as he becomes more conversant with the critical analysis of project research studies.

The scholarship project reflects constructive social change by its positive correlation to the inter- and intra-disciplinarity in modern school scholarship programs designed for equitable scholarly education of underprivileged students and their families. Thus, it incorporates a broad range of community development through internships, apprenticeships, and volunteer programs, which SSIT embarks upon.

The broader implications are the time and cost factors involved in undertaking a scholarship program when there are some seeming opposing national socio-economic factors of looming employment compounded by the inability of students to pay fees and the SSIT decreasing enrolments.

The project duration may have been underestimated to last three months, from March to May 2024; it has been extended by one month to four, from March to June, to enable the SP and SSIT to execute the project implementation interventions, scholarship awards, and school enrolments that come with such a project plan. Adequate historical records of corporate partners, donors, and sponsors are crucial in a scholarship project. They enhance the process of gathering notes, data, and information analysis.

**11. Conclusion**

**A. Summary Findings and Implications**

  The need for SSIT students’ scholarships to meet their educational enrolment goals is critical. This is difficult for the SSIT school authority amid recent local and national unemployment and inflationary trends. However, SSIT will need financial support and sponsorship from corporate institutions, private foundations, and organizations to fulfill its scholarship drive. About $50,000 is required to offer 30 prospective students scholarships to pursue studies in the areas of interest shown in Table 1.1 on page 5. Notables are the personal notes and observations of the Sociological Practitioner, SP. They reveal the urgent needs of the students, ranging from preferred scholarships to student loans payable in twelve (12) months. This study unfolds the necessity for SSIT to be time, and cost-effective in its transformational leadership roles (Reid, 2020; Parsloe, 2024) in the conduct of the scholarship drive now and in the future. Investing in internships, apprenticeships, and volunteering to establish and sustain corporate relationships (Schwartz, 2023) with prospective donors and financial sponsors will help facilitate scholarship and grant funding in the short and long term.

**B. Suggestions for future research or action directions**

Future research is required to enable SSIT to acquaint itself with and contain the risk factors and situations when there is unexpected competition from other schools in the community. Some modern, more prominent schools are showcasing their scholarship awards with colorful fanfare, like organizing music and cultural festivals, launching new projects, and approaching the same sponsors and donors for funds with some persistent zealousness. The economic downturn could grossly and adversely affect the flow of scholarship funds from donors and sponsors. Unemployment, low business, and inflation could cause low donations and financial sponsorship.

A standardized scholarship plan contingent primarily on virtual communication, notifying the donors and sponsors several months ahead to optimize all available resources, is needed. This plan would focus on the project study's manageable task, timeline, and duration. Other factors include the incorporated benchmarks and milestones that can be utilized to strategize the scholarship project proposal from start to finish and fruition in the 2024 to 2025 academic year.

Future study research will streamline the scholarship project award in the areas of financial costs, publicity, and logistics into standard manageable processes (Shepherd, 2024; Schwartz, 2023; Stammler, 2023) that are cost-effective. The radio, FM, TV, and other media ads usually account for between 3% to 5% of the funding pledged or redeemed. Moreover, many quantifiable labor hours are used in conducting visitations to sponsors and donors, sometimes organizing BBQ fundraising, which can account for another 2% to 3% of funds.

Scholarship project awards can be made a permanent award activity program beginning every other new year from its inception when the media, TV, and Radio are offering new year discounts of as much as 12% to 17% in their adverts when they try to revamp their low sales in January up to mid-February. Studies show that donors and sponsors are more likely to be generous to academic institutions during November and December end-of-year festivities.

SSIT can utilize its apprenticeship, internship, and industrial volunteering programs to build and sustain corporate relationships, consulting, and retainership, boosting its finances.

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 **Glossary of Tables and Charts**

**SSIT Scholarship Ads For TV/Radio FM and Notice Boards**

**St Stephens Institute of Technology (SSIT)**

**Scholarship Programs for Gambians**

This is to inform the public that St Stephens Institute of Technology (SSIT) will conduct **Scholarship Tests** and interviews at the school premises on the 13th of May 2024 from 9 am to 12 noon. A total of 30 scholarships will be awarded in the following areas of study:

**SSIT Sample Ads Table 1.5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1****Nos** | **2****Program of Studies** | **3****Duration of Studies****Months** | **4****Number of****Scholarship****Available**  | **5****Percentage** **% Test Scores Required / Selection / Interview** |
| **1.** | **Post Graduate Diploma in****Commerce and E-Strategies** | **12** | **9** | **80% -100%**  |
| **2.** | **Advance Diploma** | **6** | **6** | **80% -100%** |
| **3.** | **Diploma** | **6** | **6** | **80% -100%** |
| **4.** | **Advance Certificate** | **4** | **5** | **75% - 100%** |
| **5.** | **Certificate** | **4** | **4** | **75% - 100%** |
|  |  | **Total** | **30** |  |

|  |  |
| --- | --- |
| * **Contact the Principal/ Registrar by:**
 | **May 13th, 2024** |
| * **Scholarship exams/aptitude /tests will be held: 9.00 am – 12.00 pm:**
 | **May 15th, 2024** |
| * **Successful candidates’ selection not later than:**
 | **May 17th, 2024** |
| * **Scholarship award ceremony will be held 4.00 pm – 6.00 pm**
 | **May 20th 2024** |
| * **Orientation and classes commence: 9.00 am – 4.00 pm**
 | **May 20th to 21st May, 2024** |

**Signed – Principal / Chair, Board of Studies.**

**St Stephens Institute of Technology (SSIT)**

**Table 1.6**

|  |
| --- |
| **SSIT / SCHOLARSHIP ADMISSION FORM 2024** |
| Name |  | Birthday |  |
| Gender |  | Age |  |
| Email |  | Ethnicity |  |
| Home Contact No. |  | Cell |  |
| Address |   |
| PROGRAM OF STUDY (Tick courses of interest) |
| 1. Project Dev. Studies 2. Mass Communication3. Insurance Management4. Architecture | 5. Estate Management6. AAT Accounting7. Secretarial Studies8. Business Management | 9. Computer Information  Technology10. Marketing Management11. Business Statistics | 12. Marketing Management13. ABE Associate Business  Executive1. Commerce and E-

Strategies |
| EDUCATION |
| High School |   | Year Graduated |   |
| College |   | Year Graduated |   |
| University  |  | Year Graduated |  |
| EMPLOYMENT HISTORY |
| Employer 1 |   | Active Years |   |
| Employer 2 |   | Active Years |   |
| Reference 1 |  | PhoneEmail | Relationship:Years Known |
| Reference 2 |  | Phone:Email: | Relationship:Years Known: |
| OTHER INFORMATION |
| Vocational School |   |
| Signature |  | Date |   |

 **Table 1.7**

|  |
| --- |
| **SSIT Study Program / Courses**  |
| 1. Project Development Studies 2. Mass Communication3. Insurance Management4. Architecture5. Estate Management6. AAT Accounting7. Secretarial Studies | 8. Business Management9. Computer Information Technology10. Management Studies11. Business Statistics12. Marketing Management13. ABE Associate Business Executive14. Commerce and E-Strategies |

**Scholarship Status form**

**Table 1.8**

|  |
| --- |
| **For Office Use Only** |

|  |  |  |
| --- | --- | --- |
| Name of Student |  | AddressEmail |
|  |  | Phone |
| Aptitude Test Scores |  |  |
|  |  |  |
| General Assessment |  | Admission Status |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| **Course of Study / Enrollment**  | **Date of Enrollment** | **Study Duration** |
| 1. Post Graduate Diploma
 |  |  |
| 1. Advanced Diploma
 |  |  |
| 1. Diploma
 |  |  |
| 1. Advanced Certificate
 |  |  |
| 1. Certificates
 |  |  |

|  |
| --- |
|  Admission and Scholarship Status / Approved: Not Approved: |
|  |
| Official Remarks by the Director of Admissions: |
|  |
| **Sign: (Director of Admissions)** |
| **Sign: (Principal)** |