

ANALYZING SOCIALIZED TUITION FEE STRUCTURES IN BASIC EDUCATION: IMPACTS AND SUSTAINABILITY

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Abstract

This study delves into the socioeconomic landscape of the La Salle University Integrated School (LSU-IS) and its broader context within Ozamiz City, focusing on the affordability and accessibility of education for students from diverse economic backgrounds. The rationale for this research stems from the recognition of disparities in household incomes and their implications on education spending, particularly in a region where public school availability varies across grade levels. A quantitative data analysis of household incomes and education spending patterns with insights from surveys and interviews. The results revealed a predominant presence of middle-income households among LSU-IS students, alongside significant percentages falling below the poverty line or within the low-income bracket. This diversity underscores the necessity for a nuanced tuition framework that accounts for varying financial capacities. Ozamiz City's educational infrastructure was also scrutinized, highlighting a disparity in public school provision between elementary and high school levels. While elementary schools are relatively well-distributed across barangays, public high schools are limited in number, potentially hindering students' educational progression. The study's conclusion emphasizes the need for a flexible and equitable tuition structure at LSU-IS, aligning fees with household incomes while ensuring financial sustainability for the institution. Strategies such as tiered tuition systems, optimized class sizes, and external sponsorships are recommended to address financial challenges and enhance inclusivity in education. These findings contribute to ongoing discussions on education accessibility and affordability, advocating for tailored approaches that empower students from all economic backgrounds to pursue quality education.

Keywords: *socioeconomic dynamics, education affordability, accessibility, financial challenges, inclusivity, equity, policy-making*

Introduction

Education is a fundamental right for every child, as enshrined in the Philippine Constitution, which ensures the availability of basic and formative courses for all Filipino citizens. According to the Philippine Statistics Authority, the Philippines ranks third among its Asian counterparts in government spending on education as a proportion of GNP. The majority of this budget, 82%, is allocated to the Department of Education, with the remaining funds directed to the Commission on Higher Education (Department of Education, 2019). This distribution is evident in the number of public schools offering basic education compared to public higher education institutions. Consequently, private elementary schools face stiff competition from the government, whereas higher education institutions experience less pressure from public sector competition, with only about 12% of higher education institutions being public. In Ozamiz City, there are 42 public elementary schools and 16 public high schools serving the city's 51 barangays. Nearly every barangay has a public elementary school, but public high schools are

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limited to the areas of Lam-an, Pulot, Labo, and Labinay. This creates a deficiency in secondary educational institutions within the public sector. Although a child is expected to complete 13 years of basic education, only primary education is compulsory, leading to less budget and priority for secondary education accessibility.

According to the 2015 Census, Ozamiz City has a population of 141,828 and 28,945 households. Of these, 19.3% of households fall below the poverty level, and 4.3% fall below the subsistence level (Philippine Statistics Authority, 2020). In 2018, a family of five in Region 10 needed at least PhP7,227 per month to meet basic food needs and PhP10,333 per month to meet both food and non-food needs. These figures highlight that 5,586 households in Ozamiz City fall below the poverty line, and 1,245 households fall below the subsistence level, indicating that many families struggle to afford private education for their children. La Salle University's basic education unit offers courses from Kinder 1 to Grade 12. Additionally, mission units such as the Brother Martin Simpson Laboratory School (BMSLS), Night High School, and the School for the Deaf provide education from Kinder 1 to Grade 10. These mission schools align with the institution's vision of making Christian learning accessible to the poor and youth at risk.

They charge a socialized tuition fee based on the parents' capacity to pay, offering a 70-80% discount from the regular tuition and fees of the basic education unit. The sustainability of La Salle University's basic education unit is challenged by competition from the public education sector and the financial demands of maintaining the mission schools. To address these challenges, the university's leadership is restructuring its enrollment and tuition composition. This study analyzes the integration of the mission units into the mainstream operations of the basic education unit. It aims to determine the appropriate categories for beneficiaries, the socialized tuition to be charged, and the overall impact on the feasibility of the basic education unit.

Methodology

This study employs a quantitative research design, utilizing both primary and secondary data. The primary data focuses on the socio-economic status of parents of students in the basic education unit, collected through a survey. Secondary data includes financial aspects and the economic profile of households in Region 10, gathered from published online resources. The respondents for this study are the parents of students enrolled in the basic education unit of La Salle University, Ozamiz City. The survey targets a diverse group to ensure comprehensive data on socio-economic status. Primary data is collected via a survey questionnaire distributed using the Google Survey platform. This method ensures wide reach and convenience for respondents. Secondary data is obtained from reliable online sources, including financial records of the institution and economic profiles of Region 10 households. The collected data is analyzed using frequency distribution and percentage calculations. This statistical analysis helps identify patterns and trends in the socio-economic status of the respondents, contributing to informed recommendations for the study.

Ethics

Ethical considerations are paramount in this study. Informed consent is obtained from all respondents, ensuring they are aware of the study's purpose and their participation's voluntary nature.

Data confidentiality is strictly maintained, and all information is anonymized to protect respondents' privacy. The study adheres to ethical guidelines for research involving human subjects.

Results and Discussion

The results and discussion unveils critical insights into the socioeconomic landscape affecting education at La Salle University Integrated School (LSU-IS) in Ozamiz City. Through meticulous data analysis and interpretation, this chapter uncovers the diverse income levels among student households, shedding light on the financial challenges faced by families and the implications for education affordability. Additionally, it delves into the availability of public schools in the region, highlighting disparities and their impact on access to quality education. The ensuing discussion not only dissects these findings but also delves into their broader implications, offering a nuanced understanding of the complex interplay between socioeconomic factors and educational opportunities for students in the area.

Expenditure Patterns in Region 10 by Income Class and Family Size

Table 1 highlights that in Region 10, the average ratio of expenditures to income is 70% (Philippine Statistics Authority, 2018). This ratio decreases as family income increases, indicating that lower-income families spend a larger proportion of their income on necessities. For the lowest income class, expenditures account for 83% of income, compared to 61% for the highest income class. This suggests that lower-income families have less disposable income and face more financial constraints. A closer examination of expenditure distribution reveals that for the four lower income classes, a significant portion of their spending is dedicated to food, ranging from 52% to 59.3%. In contrast, spending on education is minimal, especially for the lower income classes, which spend almost nothing on education. The higher income classes, however, allocate around 3% to 4% of their expenditures to education. This disparity indicates that lower-income families are heavily dependent on grants and subsidies to support their children's education.

In Misamis Occidental, 41.4% of the population and 32.4% of households are classified as poor, meaning they do not meet the average monthly income threshold of P1,999 for food and P9,995 for both food and non-food needs (Philippine Statistics Authority, 2018). This data highlights the economic challenges faced by lower-income households in Region 10, particularly in terms of educational spending. It underscores the need for targeted support and financial aid to help these families provide educational opportunities for their children.

Table 1 *SES data for Region 10 by Income class (figures are in thousands)*

Income Class	All Income Classes	Under 40,000	40,000 - 59,999	60,000 - 99,999	100,000 - 249,999	250,000 - 499,999	500,000 and over
Ave Income	250	35	52	83	161	344	858
Ave Expen	175	29	42	67	118	240	501
Ratio of Expenses	70%	83%	81%	81%	76%	69%	61%

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to Income							
Food spending	109.75	18.2	30.368	49.219	86.779	145.512	245.388
Education spending	6.5	0	0.104	0.664	2.737	9.288	36.036
Average Ratio to Expenditures							
Food Expe	43.9%	52%	58.4%	59.3%	53.9%	42.3%	28.6%
Education	2.6%	0	0.2%	0.8%	1.7%	2.7%	4.2%

*Source: Philippine Statistics Authority

Table 2 further examines the impact of family size on income and expenditure. The data shows that the number of family members does not significantly affect the proportion of expenditure on food and education. Both smaller families (five members or less) and larger families (six members or more) exhibit similar spending patterns. For instance, families with five members or less spend an average of P6,006 on education, while those with six members or more spend an average of P7,670. This indicates that regardless of family size, lower-income families struggle to allocate substantial funds for education, highlighting the need for external financial support.

Table 2 *SES data for Region 10 by Income class by family size (figures are in thousands)*

5 persons or less							
Income Class	All Income Classes	Under 40,000	40,000 - 59,999	60,000 - 99,999	100,000 - 249,999	250,000 - 499,999	500,000 and over
Ave Income	231	35	52	82	156	347	850
Ave Expen	160	29	42	67	118	240	501
Food spending	101.409	18.2	30.368	48.626	84.084	146.781	243.1
Education spending	6.006	0	0.104	0.656	2.652	9.369	35.7
6 persons or more							
Ave Income	295		57	86	170	339	871
Ave Expen	208		51	76	132	236	559
Food spending	129.505	0	33.288	50.998	91.63	143.397	249.106
Education spending	7.67	0	0.114	0.688	2.89	9.153	36.582

*Source: Philippine Statistics Authority

Data from the SES survey conducted at the LSU Integrated School reveals that 62.8% of households belong to the middle-income class, earning between P25,000 and P150,000 per month. Additionally, 21.2% of households fall below the poverty line, earning less than P9,000 per month, and 16.0% belong to the low-income class, earning between P10,000 and P19,000 per month (Zialcita, 2020). Based on this data and the estimated average spending on education of 2.6% of income, middle-class income earners can spend around P520 to P2,600 per month on education. Low-income earners can spend between P260 and P494 per month, while those below the poverty line can only spend between P130 and P234 per month on their children's education. These figures underscore the limited financial capacity of lower-income families to invest in education, further emphasizing the need for targeted financial aid and support programs.

TOTAL COMBINED (Mother and Father) MONTHLY INCOME including other sources of Income

425 responses

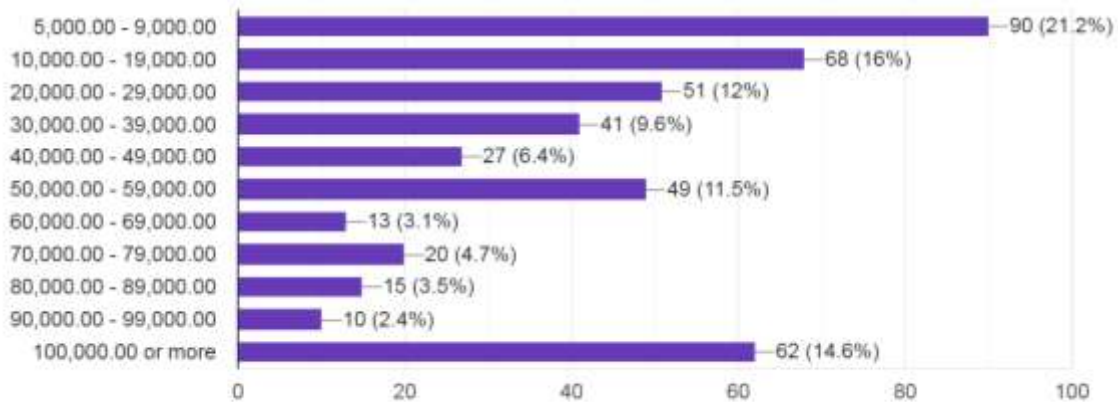


Figure 1 *Income Earnings per month of households in LSU IS*

Table 3 *Estimated Education Spending Per Month of Parents of Students in LSU IS*

Income Range	Number	Percentage	Est. Education Spending
5,000-9,000	90	21.2%	130-234
10,000-19,000	66	16.0%	260-494
20,000-29,000	51	12.0%	520-754
30,000-39,000	41	9.6%	780-1,014
40,000-49,000	27	6.4%	1,040-1,274
50,000-59,000	49	11.5%	1,300-1,534
60,000-69,000	13	3.1%	1,560-1,794
70,000-79,000	20	4.7%	1,820-2,054
80,000-89,000	15	3.5%	2,080-2,314
90,000-99,000	10	2.4%	2,340-2,574
100,000 or more	62	14.6%	2,600 or more

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This analysis demonstrates the significant financial challenges faced by lower-income families in Region 10, particularly in terms of their ability to allocate funds for education. The data suggests that without external support, these families will continue to struggle to provide educational opportunities for their children.

Analysis of Public School Distribution in Ozamiz City

Table 4 provides a comprehensive list of public elementary and high schools distributed across the 51 barangays of Ozamiz City. This distribution is critical for understanding the accessibility of education for children in the region. The table indicates a well-established network of public elementary schools, ensuring that most barangays have a local school, thereby making primary education easily accessible. However, the limited number of public high schools suggests potential challenges for secondary education accessibility.

Table 4 *List of Barangays and Public Elementary and High Schools*

Barangays	Public Elementary School	Public High Schools
50th District (Poblacion)	Aguada Elementary School Aguada Ozamiz City Central School	
Aguada (Poblacion)	Aguada Elementary School Aguada	
Bacolod	Bacolod Elementary School Bacolod	
Bagakay	Bagakay Elementary School Bagakay	
Balintawak	Balintawak Elementary School Balintawak	
Bañadero (Poblacion)	Bañadero Elementary School Bañadero	
Baybay San Roque	Ozamiz City Central School	
Baybay Santa Cruz	Baybay Elementary School Triunfo	
Baybay Triunfo	Baybay Elementary School Triunfo	
Bongbong	Bongbong Elementary School Bongbong	
Calabayan	Calabayan Elementary School Calabayan	Jose Lim Ho National High School Calabayan
Capucao C.	Capucao Elementary School Capucao	
Capucao P.	Capucao Elementary School Capucao	
Carangan	Carangan Elementary School Carangan	
Carmen (Misamis Annex)	Misamis Annex Elementary School Carmen Annex	Misamis Annex Integrated School Carmen Annex
Catadman-Manabay	Catadman Elementary School Catadman	
Cavinte	Cavinte Elementary School Cavinte	Cruz Lanzado Saligan Integrated School Cavinte
Cogon	Cogon Elementary School Cogon	Cogon Integrated School Cogon

Barangays	Public Elementary School	Public High Schools
Dalapang	Capucao Elementary School Capucao	
Diguan	Diguan Elementary School Diguan	
Dimaluna	Dimaluna Elementary School Dimaluna	
Doña Consuelo	Dona Consuelo Elementary School Dona Consuelo	
Embargo	Embargo Elementary School Emabargo	
Gala	Gala Elementary School Gala	Gala National High School, Gala
Gango	Gango Elementary School Gango	
Gotokan Daku	Gotocan Elementary School Gotocan	
Gotokan Diot	Gotocan Elementary School Gotocan	
Guimad	Guimad Elementary School Guimad	
Guingona	Guingona Elementary School Guingona	
Kinuman Norte	Kinuman Norte Elementary School Kinuman Norte	Marcelino Integrated School Kinuman
Kinuman Sur	Kinuman Sur Elementary School Kinuman Sur	
Labinay	Labinay Elementary School Labinay	Labinay National High School Labinay
Labo	Labo Central School Labo	Labo National High School Labo
Lam-an	Ozamiz City Central School	Ozamiz City National High School Lam-an
Liposong	Liposong Elementary School Liposong	
Litapan	Litapan Elementary School Litapan	
Malaubang	Malaubang Central School Malaubang	Malaubang Integrated School Malaubang
Manaka	Manaka Elementary School Manaka	Jacinto Nemenon Integrated School Manaka
Maningcol	Maningcol Elementary School Maningcol	Ozamiz City School of Arts and Trade Maningcol
Mentering	can go to Calabayan, Molicay or Liposong since the population of the place did not reach 500 in 2015	
Molicay	Molicay Elementary School Molicay	
Pantaon	Pantaon Elementary School Pantaon	
Pulot	Pulot Elementary School Pulot	Pulot National High School Pulot
San Antonio	San Antonio Elementary School San Antonio	San Antonio National High School San Antonio
Sangay Daku	Sangay Elementary School Sangay	

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Barangays	Public Elementary School	Public High Schools
Sangay Diot	Sangay Elementary School Sangay	
Sinuza	Sinuza Elementary School Sinuza	
Stimson Abordo (Montol)	Stimsun Abordo Elementary School Stimsun Abordo	Montol National High School Montol
Tabid	Tabid Central School Tabid	Tabid National High School Tabid
Tinago	Ozamiz City Central School Tinago	
Trigos	Trigos Elementary School Trigos	

*Schools in red are the nearby schools where the pupils of the barangay can go and attend elementary education.

From the analysis in Table 1, we know that a significant portion of the population in Misamis Occidental, including Ozamiz City, falls below the poverty line. This means that a large number of families have limited financial resources, which constrains their ability to spend on education, especially at the secondary level. The SES survey data from LSU Integrated School revealed that the majority of households belong to the middle-income class, with a significant portion falling below the poverty line (Zialcita, 2020). Given this financial constraint, the availability of public schools becomes crucial for these families.

Accessibility of Elementary Education

The data in Table 4 shows that elementary schools are well-distributed across the barangays in Ozamiz City, ensuring that primary education is accessible to most children. This widespread distribution means that children can attend school without incurring significant travel costs, which is particularly important for low-income families. The presence of nearby elementary schools supports the educational needs of children and aligns with the data indicating that public education is heavily relied upon by lower-income families. Conversely, the limited number of public high schools (16 in total) poses a significant challenge for high school students. This scarcity of high schools means that students may have to travel farther distances to attend school, which can be a financial burden on families already struggling to meet their basic needs. The analysis in Table 2 and Table 3 highlighted that lower-income families spend a minimal portion of their income on education. This limitation is exacerbated at the high school level due to the fewer number of public high schools available.

The distribution of public elementary schools is adequate to meet the needs of the population in Ozamiz City, ensuring that most children have access to primary education. However, the limited availability of public high schools suggests a need for policy intervention to increase the number of secondary schools. This would alleviate the financial and logistical burdens on families and ensure that children can continue their education beyond the elementary level. For La Salle University (LSU), this analysis underscores the importance of their mission units and socialized tuition programs. Given the financial constraints faced by many families, LSU's efforts to provide affordable education through subsidies and socialized tuition are critical. Expanding support for high school students and addressing the gaps in public secondary education can help LSU fulfill its mission of making education accessible to all, particularly the underprivileged. Thus, while the public elementary education system in Ozamiz City is well-placed to serve its population, significant gaps remain in secondary education provision.

Addressing these gaps through policy changes and targeted support from institutions like LSU is essential for ensuring that all children have the opportunity to complete their education.

Analysis of Tuition Fees and Income Categories at LSU-IS

Table 5 provides an overview of the current tuition fees for students at different educational levels and categories within the LSU Integrated School (LSU-IS). Mission units, which cater to lower-income families, pay significantly reduced tuition fees—ranging from 70% to 80% less than the regular tuition rates. The tuition fee categories for mission units are based on the family's aggregate monthly income:

- Category A+: ₱20,001 to ₱30,000
- Category A: ₱15,001 to ₱20,000
- Category B: ₱10,001 to ₱15,000
- Category C: ₱5,000 to ₱10,000

Tuition Fees and Income Categories

Table 5: Current Tuition and Fees Scheme in LSU IS per School Year

Level/Category	Nursery-UK	Grades 1-6	Grades 7-8	Grades 9-10
Regular Paying	₱20,489.00	₱22,227.00	₱26,993.00	₱29,862.00
A+	₱6,406.00	₱6,406.00	₱7,181.00	₱7,181.00
A	₱5,906.00	₱5,906.00	₱6,131.00	₱6,131.00
B	₱4,706.00	₱4,706.00	₱5,081.00	₱5,081.00
C	₱3,706.00	₱3,706.00	₱4,031.00	₱4,031.00

Discrepancy Between Tuition Fees and Estimated Education Spending

Using the average expenditure percentage for education spending, it is evident that the tuition fees charged, even at the discounted rates for mission units, exceed the estimated expenditures based on statistics. This discrepancy is particularly pronounced for grades 7 to 10, where Category C tuition fees are 500% to 600% higher than what is estimated based on the average spending of a regular household with five members.

Table 6: *Estimated Education Spending Based on BMS Income Category*

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Particulars	A+	A	B	C
Average Monthly Income (₱)	25,000	17,500	12,500	7,500
Average Annual Education Spending per Household (₱)	6,500	4,550	3,250	1,950
Estimated Annual Education Spending per Child (₱)	2,167	1,517	1,083	650

Student Distribution and Income Categories

The survey conducted at LSU-IS revealed that 62.6% of households have 1 to 3 children attending school. Table 7 indicates that the majority of BMS students belong to Category C, underscoring the financial challenges faced by these families. It is important to note that parents may tend to understate their income when disclosing financial information, which is a common phenomenon (Gnambs & Kaspar, 2015).

Table 7: Number of Students in LSU IS by Category

Level	Regular Paying	BMS	A+	A	B	C
Nursery	9	8	1	1	6	
UK	13	23	2	5	6	11
Grade 1	51	31			7	24
Grade 2	34	37	2	7	5	24
Grade 3	33	38	4	12	15	4

Grade 4	31	32	8	5	6	13
Grade 5	59	34	5	8	16	6
Grade 6	56	42	8	8	12	14
Grade 7	108	31				
Grade 8	144	38				
Grade 9	146	32				
Grade 10	151	37				

Table 7 also shows that from Nursery to Grade 6, the number of regular paying students and those receiving discounts are relatively similar. However, in Grades 7 to 10, the number of regular paying students is two to three times higher than those paying reduced fees. The analysis highlights a significant gap between the actual tuition fees and the estimated education spending capacity of families based on their income levels. This disparity is particularly stark for higher grade levels, suggesting that even with discounted rates, the cost of education remains a significant financial burden for many families. LSU-IS's categorization and discounting policies are essential to make education more accessible, but further measures may be needed to align tuition fees more closely with families' financial capacities. Addressing this discrepancy is crucial to ensure that all students, regardless of their economic background, can access quality education.

Break-even Analysis and Cost Sharing Scheme for LSU-IS

Table 8 presents the break-even point (BEP) for each grade level per section at LSU-IS, highlighting that the BEP is significantly higher in the lower grades, particularly in Nursery and Universal Kinder (UK) where it stands at 42 students. This figure exceeds the maximum number of students LSU-IS allows per grade level. In contrast, the BEP for Grades 9 and 10 is considerably lower at only 27 students. The discrepancy between the maximum class size and the BEP indicates the potential revenue per student. If the additional slots are allocated to discounted students, the unit's profitability could be adversely affected.

Table 8: Break-even Analysis for Each Grade Level per Section

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Particulars	Class Size	Fixed Cost (₱)	Direct Cost (₱)	Tuition (₱)	Direct Cost per Student (₱)	Contribution Margin per Student (₱)	BEP in Students
Nursery and UK	35	331,735.00	321,198.00	17,124.64	9,177.09	7,947.55	42
Grade 1 to 3	35	331,735.00	321,198.00	19,912.10	9,177.09	10,735.01	31
Grade 4 to 6	35	331,735.00	338,041.00	19,912.10	9,658.31	10,253.79	33
Grade 7 and 8	40	379,126.55	396,034.00	22,677.89	11,315.26	11,362.63	34
Grade 9 and 10	40	379,126.55	396,034.00	25,546.68	11,315.26	14,231.42	27

*Note: Based on SY 2020-21 data from the LSU accounting office

Table 9 demonstrates that, under the current enrollment levels and BEP, the number of discounted students that can be accommodated in each grade level is quite limited. This suggests that the unit operates in a mature industry with a small market share, fitting the "dog" category in the BCG Matrix (Kenton, 2019). It is only in Grades 2, 3, and 9 where a few discounted students can be accepted without impacting profitability. The acceptance of discounted paying students is constrained to the difference between the maximum class size and the regular paying students when the latter exceeds the BEP.

Table 9: *Cost Sharing Scheme Based on Current Enrollment (SY 2020-2021)*

Particulars	Total Enrollees	Employees' Beneficiaries	Regular Paying Students	BEP in Students	Maximum Class Size	Allowable Discounted Students per Section
Nursery	9	0	9	42	35	0
UK	13	1	12	42	35	0
Grade 1	26	8	18	31	35	0
Grade 2	34	2	32	31	35	1
Grade 3	33	1	32	31	35	2
Grade 4	31	5	26	33	35	0
Grade 5	30	8	22	33	35	0
Grade 6	28	5	23	33	35	0
Grade 7	36	9	27	34	40	0
Grade 8	36	13	26	34	40	0
Grade 9	36	7	29	27	40	4

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Grade 10	38	19	19	27	40	0
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The analysis of the break-even points and cost-sharing schemes reveals that LSU-IS faces financial challenges in accommodating discounted students, especially in lower grades where the BEP is higher. The unit's profitability is at risk if too many slots are allocated to discounted students. This situation necessitates a strategic approach to managing class sizes and tuition rates to ensure financial sustainability while maintaining accessibility for lower-income families.

Conclusion and Recommendations

The comprehensive analysis undertaken reveals a nuanced picture of the socio-economic dynamics influencing education access and affordability within the LSU-IS and the broader context of Ozamiz City. The findings highlight the diverse financial backgrounds of students, with a substantial proportion hailing from middle-income families while others face economic constraints due to their low-income status. This diversity underscores the necessity for a flexible and equitable tuition framework that considers the varying financial capacities of students' households. Furthermore, the disparity in public school provision between elementary and high school levels in Ozamiz City adds another layer of complexity to the accessibility issue. While elementary education seems relatively well-covered, the limited availability of public high schools points to a potential bottleneck for students' educational progression. Addressing these challenges requires a multifaceted approach, encompassing targeted financial support, strategic enrollment management, and community engagement. By adopting a tiered tuition system, optimizing class sizes, and leveraging external sponsorships, LSU-IS can strive towards financial sustainability while ensuring inclusivity and educational excellence for all students, regardless of their economic backgrounds.

Recommendations:

1. Absorption of BMSLS Grades: Merge BMSLS grades into mainstream classes while maintaining current tuition fees.
2. Adoption of Socialized Tuition: Implement a tiered tuition structure for incoming Grades 1 and 7, reflecting income levels and cost recovery:
 - a. Category A: Higher than current fees but capped at P26,000.00 per year.
 - b. Category B: Current fees.
 - c. Category C: Direct cost per student.
3. Classification Criteria: Use a weighted classification system based on income, housing, utility bills, and siblings' schools, similar to La Salle College Antipolo's scheme.
4. Marketing Strategies: Increase enrollment through aggressive marketing, essential for meeting financial targets.
5. Class Size Adjustment: Raise maximum class sizes from 35 to 40 or 45, accommodating discounted paying students and seeking sponsors to bridge the tuition gap.
6. High School Tuition Scheme: Develop a distinct tuition model for high school units, accounting for ESC subsidies to ensure financial viability while supporting deserving scholars.

These recommendations aim to balance financial sustainability with accessibility, ensuring LSU-IS remains viable while serving a diverse student population.

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Analyzing Socialized Tuition Fee Structures in Basic Education: Impacts and Sustainability

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