A MERIT-BASED SCHOLARSHIP ASSESSMENT SYSTEM : A CASE STUDY OF UGANDA CHRISTIAN UNIVERSITY BISHOP BARHAM UNIVERSITY COLLEGE-KABALE

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A DISSERTATION SUBMITTED TO THE FACULTY OF ENGINEERING, DESIGN AND TECHNOLOGY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR OF SCIENCE IN INFORMATION TECHNOLOGY OF UGANDA CHRISTIAN UNIVERSITY

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UGANDA CHRISTIAN UNIVERSITY

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ABSTRACT

This research project focused on the development of a Merit-Based Scholarship Assessment System for Uganda Christian University, Bishop Barham University College. The study aimed to investigate the challenges faced in the current manual scholarship application processes, assess the level of satisfaction among students and administrators, and propose a digital solution to improve fairness, efficiency, and transparency.

A combination of methods was employed, incorporating the distribution of about 274 questionnaires, of which 218 were successfully returned and analyzed. The findings revealed that the manual system was slow, confusing, and lacked clear communication and transparency. Many students reported difficulties in submitting documents, tracking their application status, and understanding eligibility criteria. Satisfaction levels with the current system were generally low.

Based on the findings, an online scholarship management system was proposed, featuring online applications, document uploads, real-time status updates, an online helpdesk, and automated assessment based on predefined merit criteria. The study concluded that introducing a web-based platform would greatly enhance the scholarship application experience, improve transparency in award decisions, and reduce administrative workload.

The project recommends that Uganda Christian University prioritize the development and implementation of such a system to better serve students and foster trust in the scholarship allocation process.

DECLARATION

I, AHUMUZA TRUST declare that this research project titled **"Merit-Based Scholarship Assessment System at Uganda Christian University"** is my original work and has never been submitted to any institution of higher learning for any academic award. Where other people's work has been used, it has been duly acknowledged.

Signature: trust

Date: _25/06/2025

APPROVAL

This research project is titled "**Merit-Based Scholarship Assessment System at Uganda Christian University.**" It has been submitted in partial fulfillment of the requirements for the award of a Bachelor's Degree in Information Technology at Uganda Christian University. It has been examined and approved by the supervisor.

Approved by:

MR. TAREMWA BENJAMIN

Signature: _____

Date: 02/05/2025

(Research Supervisor)

DEDICATION

This research project is wholeheartedly dedicated entirely to my parents, whose sacrifices, prayers, and unconditional love have been my source of strength and perseverance throughout my academic journey.

To my siblings, thank you for your endless support, encouragement, and the joy you bring to my life, which has kept me motivated during challenging times.

I also dedicate this work to my mentors and lecturers at Uganda Christian University, whose guidance and knowledge have inspired me to pursue this research and strive for excellence.

To my friends and classmates, your collaboration, late-night discussions, reviews, and constructive feedback have been invaluable in shaping this project. Thank you for being there every step of the way.

Finally, this work is dedicated to all future researchers and students who are passionate about leveraging technology to enhance transparency and accountability in scholarship management. May this project serve as a foundation for greater innovation and improvement in our educational institutions.

ACKNOWLEDGMENT

Above everything, I give thanks to God the Almighty for the strength and guidance throughout this research.

I extend my deepest appreciation to my supervisor **mr. Taremwa Benjamin** for the continuous support, insightful feedback, and encouragement during this research process.

We are really grateful to the workers (staff) and students of Uganda Christian University, particularly those involved in the scholarship application process, for their participation and valuable insights that greatly enriched this study.

I also appreciate my family and friends for their unwavering support and encouragement during the difficult moments of this journey. Your belief in me has made all the difference.

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LIST OF ACRONYMS

UCU	Uganda Christian University
BBUC	Bishop Barham University College
CGPA	Cumulative Grade Point Average
TAM	Technology Acceptance Model
FGD	Focus Group Discussion
SPSS	Statistical Package for the Social Sciences
IRB	Institutional Review Board
HTML	Hypertext Markup Language
CSS	Cascading Style Sheets
PHP	Hypertext Preprocessor
MySQL	My Structured Query Language

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CHAPTER ONE
INTRODUCTION

1.0 Introduction

This chapter introduces the rationale for developing a merit-based scholarship assessment system at Uganda Christian University Bishop Barham University College (UCU-BBUC). It outlines the study's background, presents the problem statement, and details the objectives and research questions guiding the project. Additionally, the chapter elucidates the scope and significance of the study.

1.1 Background of the Study

Scholarship programs in universities are crucial for supporting academically talented students who experience financial hardship. At Uganda Christian University (UCU), numerous scholarship schemes exist; however, many are dependent on manual processes that result in inefficiencies. These traditional application processes are often slow and susceptible to human error and bias, which can significantly impact the applicant's chances of receiving financial assistance (Omanga & Mulaa, 2022). Research conducted by Obed et al. (2021) points out the need for automated systems in the learning settings to ensure increased transparency and efficiency during the management of scholarships.

With the rising number of students, the need for timely and reasonable scholarship allocation processes grows. According to studies by Ireri et al. (2023), the lack of automated appraisal mechanisms often leads to qualified students forgoing much-needed financial assistance due to the delays in processing as well as the lack of transparency where the criteria for selecting the applicants are not well understood. As such, there is an emerging need for a merit-based appraisal system for scholarship that employs quantifiable indicators like cumulative grade point average (CGPA), enrollment in required courses, as well as relevant supporting documents (Akinyemi & Sadare, 2023). These are much-needed appraisal processes that can significantly improve the appraisal process by providing a structured means for appraisal reviews to take place, including making decisions without any form of bias.

The suggested "Merit-Based Scholarship Assessment System" will resolve the above issues by automatically processing the application itself. The students will be able to apply through the internet, enter the documents required, and track the status of the application. The system is toward facilitating the applicants to process their submissions better while also empowering administrators and evaluators to review submissions according to predetermined merit-based criteria, thus establishing an efficient and impartial process for the conferral of scholarships (Ndisya et al., 2022).

1.1.2 Contextual Perspective

Scholarship administration is also increasingly adopting mechanized application procedures, even among the developing countries where the traditional is what is still done. As the study work by Muwanguzi et al. (2021) is revealed, the traditional scholarship application procedures bring inefficiencies, creating barriers by excluding the access by the students to the funding. Mechanizing the procedures not only makes the procedures streamlined but also brings the scholarship's access that is fairer by meritocracy, according to the claims made by the authors.

In the same direction, Malinga and Ndambuki (2020) also emphasize the importance of introducing digital solutions within the scholarship awards process. Their research asserts that automated mechanisms have the potential to hugely decline processing time while improving accountability by allowing for an open layout through which applications are assessed. This is similar to the desired result from the Merit-Based Scholarship Assessment System by Uganda Christian University, where biases that are guaranteed with direct assessments are to be minimized.

Moreover, as Akinyemi and Sadare (2023) point out, contextual issues behind the adoption of tech for scholarship management will often include the level of digital literacy among administrative personnel and students. One recipe for success is ensuring that the students and administrative personnel are sufficiently able to work the aforementioned systems, so training is still a component of the success of the project together with technical support.

1.1.3 Conceptual Perspective

The conceptual rationale behind the merit-Based Scholarship Assessment System is the meritocracy principle coupled with administrative efficiency. Meritocracy is, as per Laidlaw (2019), an allocation method where opportunities are given based on one's achievements, thereby making sure that only the deserving applicants get the scholarships. The method is aimed at doing away with biases from one's referrals and subjective evaluations, instead depending on the set criteria such as grade point average (GPA) and demonstrable achievements.

Moreover, data interoperability is the foundation behind the effective working of scholarship management systems. Bertram et al. (2021) indicate the importance of proper data management and integration to support decision-making processes across learning institutions. The merit-based approach proposed will utilize the latest data management methods so that all the data from the application is proper and easily accessed by the evaluators so that informed decisions are made alongside decisions that are not discriminatory.

Thirdly, the importance of user interaction from the perspective of implementing new technologies also cannot be overstated. Xu and Chen (2020) are adamant that among the most important user acceptance drivers is the extent to which the technology is considered easy and useful. Platform design will therefore be keen on intuitive functionality and user interface so that the student will be able to easily navigate the process of the application, thereby causing general interaction and satisfaction.

1.1.4 Theoretical Perspective

The conceptual basis for the promosred system is placed on the systems theory and the technology acceptance model (TAM). As discussed by Checkland (2012), the systems theory is concerned with the interconnecting dimensions among disparate things within an organization, positing that enhanced aspects within one sector, e.g., scholarship management, will have desirable outcomes throughout the institution. By implementing an automated grading process, UCU is poised to make functional efficiency and the overall learning process among the students better.

Furthermore, the technology acceptance model propounded by Davis (1989) believes that the usability that is perceived as well as the usefulness that is perceived are the most important determiners of the adoption of the technology among organizational contexts. The configuration of the Merit-Based Scholarship Assessment System will include usability-oriented dimensions aiming to provide the ultimate usability and usefulness, which is significant from the perspective of making the students and the administrators well-prepared to take up the new system.

Further, constructivist learning theories posit that effective learning for students is one where the student is an active participant in their learning process (Collins et al., 2019). The suggested system encourages that active participation by allowing the student to manage their application process for their scholarship themselves, with them getting timely updates and follow-ups from them throughout the process. This independence not only makes their academic process good but also brings out feelings of ownership and responsibility among them.

1.2 Problem Statement

The existing process for the management of scholarship applications from the UCU-BBUC is predominantly semi-automated coupled with manual methods, thereby generating several inefficiencies. Some of the frequent problems encountered are loss of data, slow response rates, frustration from the inability to authenticate credentials, and general opaqueness during the application process. Research by Otekunrin et al. (2023) reveals that the pitfalls are extremely troublesome for the evaluators as much as the applicants, creating an atmosphere of frustration and mistrust among the potential aspirants.

Students also face considerable difficulties in the tracking of their application status, hence experiencing increased anxiety and dampening their confidence in the process (Brakato et al., 2021). In addition, evaluators also face difficulties in the management of unstructured data, making it hard for them to make merit-based decisions. This measure tackles the above vital issues by proposing an automated, centralized system

set to foster fair, objective, and timely scholarship decisions, while also improving accessibility to students and minimizing administrative burden.

1.3 Main Objective

To develop a web-based Merit Scholarship Assessment System that automates the application, assessment, and awarding processes at Uganda Christian University.

1.3.1 Specific Objectives

1. To investigate the limitations and challenges faced by students during the current scholarship application process.
2. To design a user-friendly system that supports online applications and document uploads.
3. To test the system for functionality and user acceptance among students and staff.

1.4 Research Questions

1. What challenges do students face during the current scholarship application process?
2. What are the necessary system requirements for implementing an efficient scholarship platform?
3. How can automation improve fairness and reduce the time required for scholarship processing?

1.5 Scope of the Project

This project primarily focuses on the design and implementation of an automated meritbased scholarship assessment system tailored for Uganda Christian University. The system encompasses the following aspects.

1.5.1 Content Scope

The system will facilitate student registration, streamline the application process through online submissions, and enable students to upload necessary supporting documents such as academic transcripts and recommendation letters. Furthermore, it will provide administrative dashboards for managing applications and reviewing submissions. The system will also incorporate features for tracking application statuses

and scheduling interviews for shortlisted candidates, ensuring a comprehensive approach to scholarship management.

1.5.2 Geographical Scope

The study is geographically limited to Uganda, specifically targeting Uganda Christian University Bishop Barham University College. The focus will be on addressing the unique challenges and opportunities present within the local context of higher education.

1.5.3 Time Scope

The project was executed from January 2025 to April 2025, reflecting a targeted timeline for the design, development, and initial implementation phases of the scholarship assessment system.

1.5.4 Technology scope

The system is designed to utilize modern web-based technologies, including HTML, CSS, JavaScript for the front end, and PHP with MySQL for the back end. This technological framework is selected to enhance usability and ensure a robust, secure online platform for managing scholarship applications effectively.

1.7 Significance of the Study

The implementation of this merit-based scholarship assessment system is significant for several reasons. The system aims to transform the traditional scholarship application process into a more efficient, equitable, and transparent system, benefiting various stakeholders in the educational ecosystem.

1.7.1 Significance to the University

The merit-based scholarship assessment system is crucial for enhancing the operational efficiency of Uganda Christian University (UCU). By automating the scholarship application process, the university can streamline its administrative workflows, reducing the time and resources required to manage applications. This efficiency will allow the university staff to focus more on strategic initiatives rather than getting bogged down by manual application processing. Furthermore, the system fosters greater transparency in the scholarship allocation process, as decisions will be based on clearly defined criteria rather than subjective judgment. This increased

transparency not only enhances trust among stakeholders but also positions UCU as a leader in utilizing technology to improve higher education administration, ultimately attracting a more diverse and academically capable applicant pool.

1.7.2 Significance to Students

The merit-based scholarship review model proposed greatly broadens the access to financially aided opportunities among the students. By allowing an online scholarship application portal, the system introduces an aspect of convenience and accessibility that is relevant to the students from diverse backgrounds, especially those whose conventional means of application present obstacles. The emphasis on meritocratic values within the system guarantees that competent individuals—i.e., those whose merit is dependent on academic performance—are given first priority to financial resources, hence widening their opportunities for success from their studies. The increased access to financial resources reduces education barriers, making it possible for the students to pursue their academic desires without the nagging feeling of financial barriers.

1.7.3 Significance to Researchers and Developers

This project serves as an excellent case study for researchers and developers working on the intersection of education and technology. By providing a concrete example of the melding of digital tools within scholarship management, the system augments the existing discussion around the product of educational innovation and the implementation of technologies. Researchers may analyze the design of the system, implementation process, and user response to gain insight into effective practices for analogous projects at other institutions. Developers may also learn key lessons from this project regarding the abilities of systems as well as the design of user interface that encourages increased user interaction. Finally, this project holds the potential to inspire continued advances within the realm of educational technologies within varied contexts.

1.8 Conceptual Framework

The conceptual framework for this research illustrates the relationships between various variables involved in the scholarship assessment process. It identifies how the

proposed system will interact with students, administrators, and external stakeholders to improve scholarship allocation.

1.8.1 Variables and Relationships

The key variables involved in the Merit-Based Scholarship Assessment System can be categorized into three distinct types: dependent, independent, and intervening variables.

Dependent Variables

Scholarship award outcomes (determination of which applicants receive scholarships)

User satisfaction levels (measured feedback from students and administrative staff regarding their interaction with the system)

Independent Variables

Application criteria (specific requirements necessary to qualify for scholarship consideration, such as GPA and coursework)

System features (various functionalities incorporated within the system to enhance user experience and administrative efficiency)

Intervening Variables

User engagement (the extent to which students and assessors actively utilize the system)

Technology adoption (the receptiveness of users to integrate the automated system into their scholarship application and management processes)

Table 1Variables and Relationships

Variables	Description	Type
Scholarship Award Outcomes	Results of the assessment and the distribution of scholarships based on merit	Dependent

User Satisfaction Levels	Feedback from students and administrators	Dependent
	regarding their experience with the system	
Application Criteria	The predefined metrics used to evaluate applicants (e.g., minimum GPA, required documents)	Independent
System Features	Functional aspects of the system that contribute to its effectiveness (e.g., ease of use, responsiveness)	Independent
User Engagement	The active involvement of students and administrators with the system impacts overall satisfaction and outcomes.	Intervening
Technology Adoption	Readiness and willingness of users to adopt and utilize the automated system, influencing its success	Intervening

Conceptual Framework

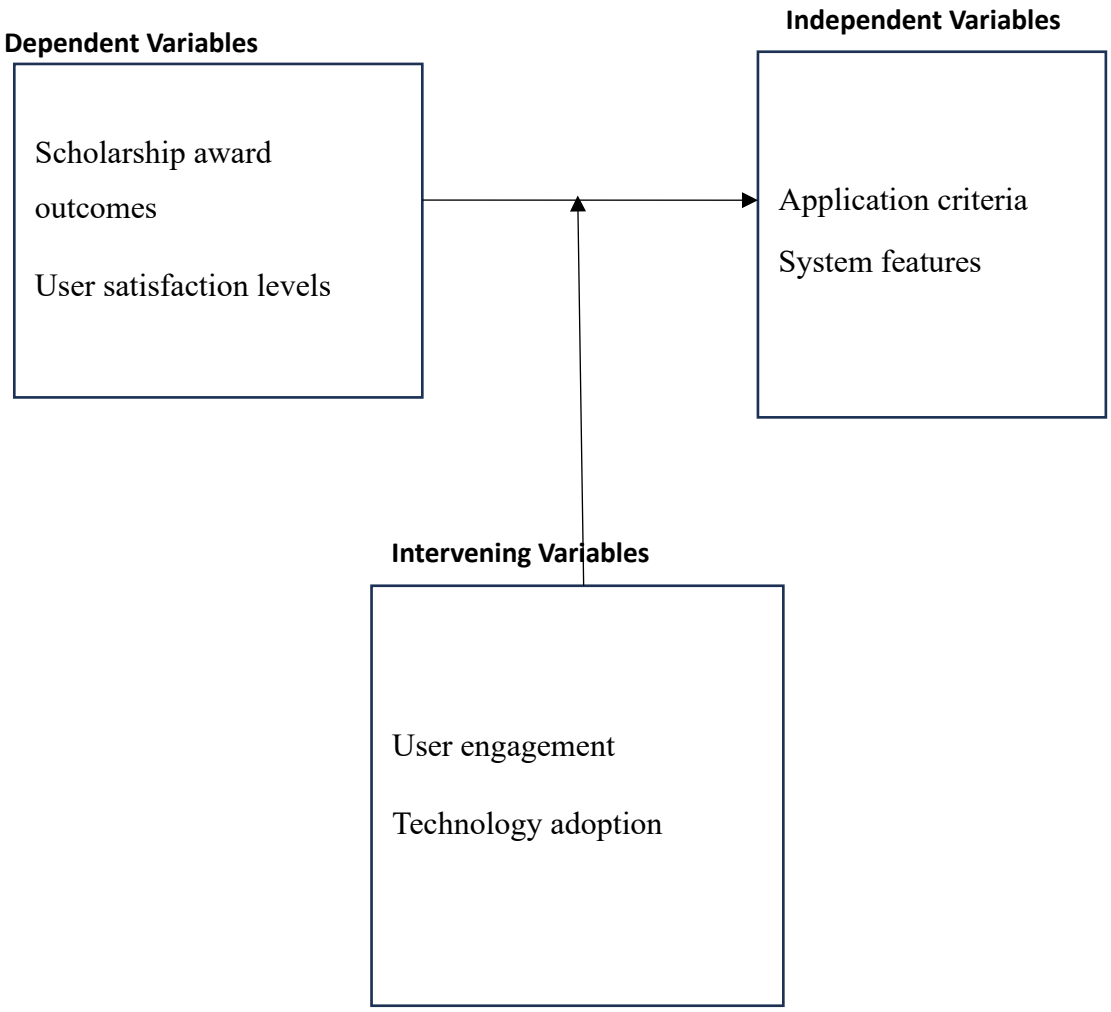

Figure 1 Conceptual Framework

CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

The following is an expose of the existing body of work on the implementation of scholarship management information systems, particularly their usage, advantages, as well as disadvantages. It reviews conceptual frameworks that are germane to the implementation plan for the Merit-Based Scholarship Assessment System for Uganda Christian University (UCU), reviews diverse studies from the global, national, and local points of view, recognizes the body of work gaps that currently exist, as well as functional and non-functional requirements for the system.

2.1 Conceptual Models

Use Case Diagram

The Use Case Diagram related to the Merit-Based Scholarship Assessment System outlines the interactions among different actors, such as students, administrators, and committee members, together with the system's functionalities. It illustrates the procedures by which students are able to submit their applications and track their status, while also highlighting the roles played by administrators and committee members during the scoring and evaluation of the applications. The diagram highlights the user-centric architecture of the system, with key use cases created to make the scholarship application process more efficient and transparent. By precisely defining the interactions, the diagram serves as an ultimate tool for understanding the requirements and functionalities that must be incorporated into the system.

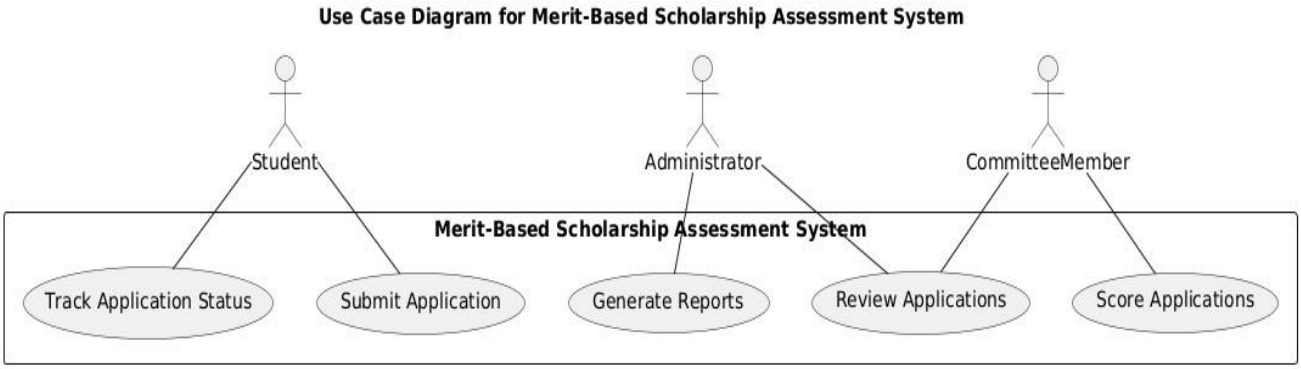

Figure 2: Use Case Diagram

System Architecture Diagram

The System Architecture Diagram explains the structural sketch of the Merit-Based Scholarship Assessment System including the interrelation among the architectures' varying levels, that is, the client, application, and database layers. The client layer where the users access the system by means of web browsers as well as cell phone applications. The application layer offers varied services such as the scholarship application service, the user authentication service, the score calculation service among others working mutually to manage the key functions of the system. Lastly, the database layer is responsible for the data storage for key data to users as well as scholarships. The diagram is insightful in illustrating the architecture elements of the system alongside their interrelation allowing the stakeholders to have an overview of the system's working together seamlessly and efficiently.

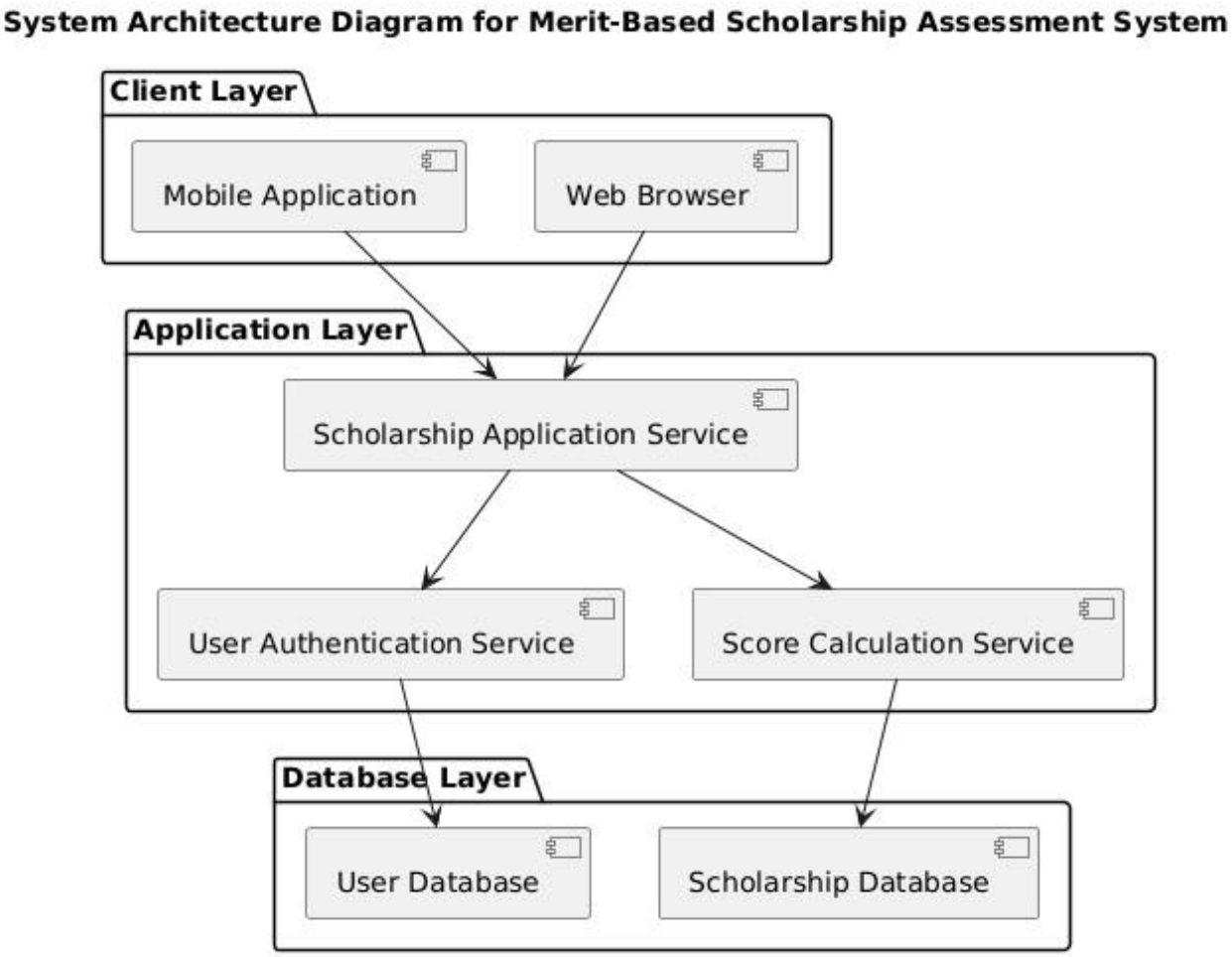

Figure 3: System Architecture Diagram

Sequence Diagram

The Sequence Diagram outlines the dynamic flow of interactions during the scholarship application process, describing the way an application is submitted by the student and the subsequent actions carried out by the system and its constituent pieces. The diagram begins with the student's interaction with the scholarship application service, which itself initiates communication with the user authentication service to authenticate the student's credentials. After authentication, the system computes the student's score through the score calculation service and checks the submission of the application. Finally, after the submission of the application, messages are sent out for review to committee members, who take up the process of scoring the submissions. The diagram does an effective job highlighting the sequence order of the operations, thus

illustrating how the system handles the submissions while achieving the process with utmost streamlined and user-friendly approach throughout the scholarship application lifecycle.

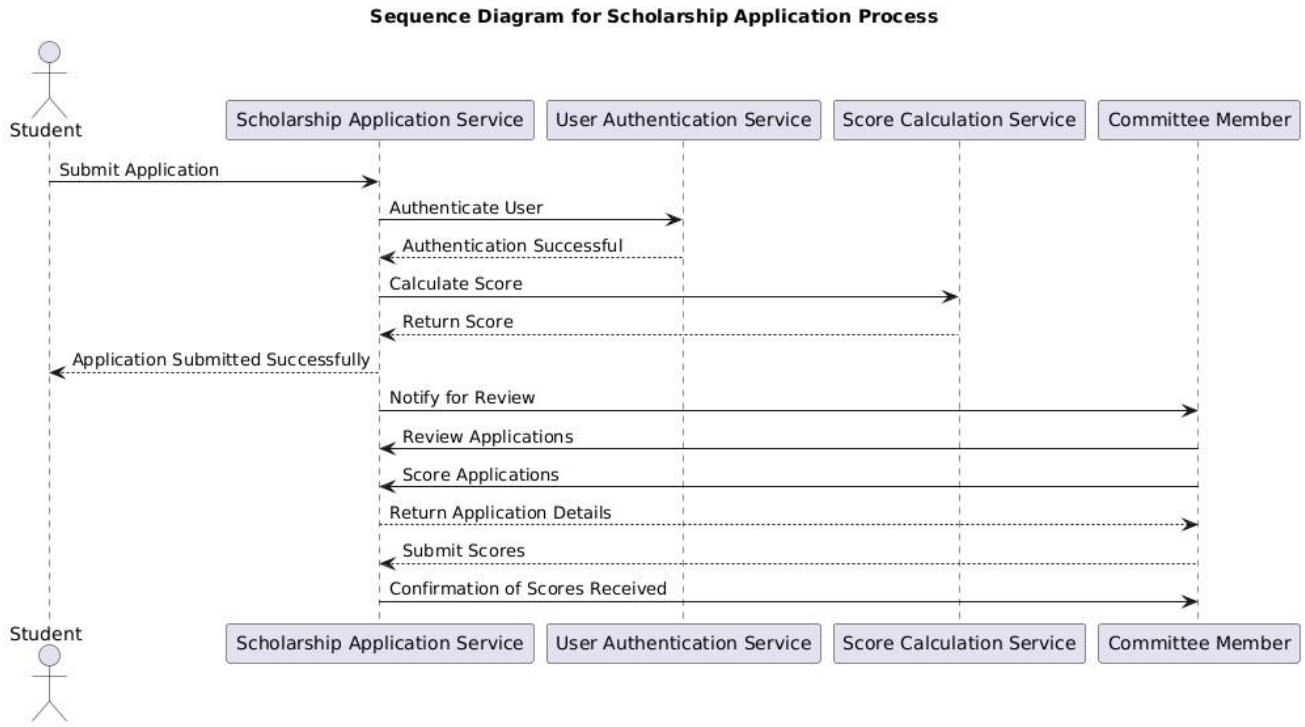

Figure 4: Sequence Diagram

2.2 Related Studies

2.2.1 Global Perspective

Different universal studies have analyzed adoption of automated scholarship management systems as well as their institutional efficiency. As an example, studies by Chen et al. (2020) analyzed the adoption by different Chinese universities of the centralized scholarship management system. The study noted the widespread reduction in the process time as well as the enhanced transparency of financial aid disbursement shaken by the aforementioned systems. By optimizing the application process, the universities were in good stead to optimize service delivery as well as ensure that the scholarships accurately reached the deserving students, thereby facilitating equal access to education.

In their second study, Ochoa and Hayen (2021) investigated the function of digital scholarship pages in supplementing the student experience. The researchers determined that the introduction of an online application process enhanced not only access to information regarding available scholarships but also enhanced an ability by students to make the application from varied sites. This feeling of accessibility was determined to be highly advantageous to the student from remote regions or underserved backgrounds, thereby fulfilling the goal of enhancing access to financial assistance. The research also identified the significance of user-friendly pages making an impact in student interaction as well as contentment during the process of scholarship application.

In addition, Patel et al. (2022) examined the influence that automation had on the procedures of making decisions on the issuance of scholarships within the colleges of the United States. The report's report is that automation assisted in the execution of more objective assessments of aspirants by making standardized measures, like academic ability, hence alleviating biases characteristic of prevailing procedures of evaluation. This promotes the endeavor of realizing fair procedures of evaluation and setting up a merit-based process for the allocation of scholarships, something that can encourage similar endeavours under different academic settings.

2.2.2 National Perspective

On the national level, academic studies have focused on the implementation and implications of scholarship management systems across the sub-Saharan African region. A study carried out by Muwanguzi (2022) examined the challenges facing Uganda's universities as they sought to effectively manage scholarship programs. The report underscored the need for automation-based systems to tackle issues of inefficacy, openness, and fair access to funding. Based on an examination of current practice, the study suggested implementing an automated merit-based system to significantly enhance the application process and ensure that financial assistance is awarded to the most qualified scholars.

In one case study, Ngoya and Akinyemi (2023) examined the influence that scholarship management information systems have on student retention alongside academic performance among Kenyan university students. The result was that financially aided students through means that are automated have better prospects for continuing studies with better academic performance. This highlights the principal role that plays effective scholarship management towards the success of the student, highlighting the need for management information systems that are merit-based.

Further, the National Council for Higher Education publication (2021) also emphasized the paramount importance of digitalizing scholarship application processes in Uganda. The report exposed the fact that close to 65% of scholarship aspirants are faced with difficulties that are traceable to obsolete manual processes. The research recommended the adoption of automated tools for enhanced accountability as well as streamlined application processes. The policy aligns with the objective of developing effective scholarship management practices across the nation's institutions.

2.2.3 Local Perspective

In a localized sense, studies have scrutinized the specific conditions under the management of scholarships at Uganda Christian University (UCU). One research undertaking by Nampewo (2021) focused on the experiences of UCU students pertaining to the access to financial assistance. The research noted that many students found barriers during the process of application, most significantly due to the lack of information and poor procedures. The study suggested that by introducing an automated scholarship review process, UCU would greatly benefit access to financial assistance, consequently allowing students to pass through the process of application with improved success.

Further, the research conducted by Ijjo and Byaruhanga (2023) studied the attitudes among the staff members of the university toward the merit-based scholarship scheme. The study asserted the requirement for an increasingly formal and clearer evaluative process to better exclude biases during the process of making decisions. The study

suggested the possibility for adoption of an automated process to permit greater transparency while permitting staff members to consider only qualitative evaluations of individuals by the applicants but not their grades.

Lastly, studies by Kaggwa (2022) analyzed student attitudes towards the implementation of an online scholarship application process at Uganda Christian University. The survey revealed an overwhelmingly positive response, with students expressing keenness about the future advantage to be reaped from enhanced accessibility and efficiency. Some respondents strongly emphasized the emphasis placed on them receiving current, up-to-the-minute information on the current status of their application process, complemented by the capability to electronically submit documents. The positive attitude supports the enhancement to user interaction and satisfaction, proof that students are keen to take advantage of current technologies to augment their learning process.

2.3 Research Gap

In spite of the expanding body of work concerning scholarship management systems, only a few noteworthy gaps have been identified. From an global point of view, although varied studies have identified the usefulness of the automated systems to minimize processing times and biases, there is still an excess amount of disjointed work studying the long-term student outcomes within diversified learning environments. The absence reflects the requirement for additional longitudinal studies concentrating on studying the outcomes from the systems on student retention and performance over the longer term.

At national level, even though existing scholarship reminds one that automation tools are desirable for widening access to scholarships as well as transparency, there exists an apparent lacuna where implementation technicalities that are characteristic to institutions in Uganda are studied. Most national-level studies are vitiated by an underestimation of the extent to which the resources on the ground either contribute to automation adoption or stand in the way. The lacuna highlights the need for studies

pertaining to the practicalities of utilizing technology for the distribution of scholarship at the national level.

Locally, few have examined students' exposure to financial assistance from UCU, but few have been on general assessment of stakeholders' satisfaction with existing scholarship processes or adoption of mechanistic systems. Information on the perception of the students' as well as administrative staff members' efficiency as well as efficiency remains under studied, thus the need to provide an opportunity to undertake qualitative studies that will inform the design as well as implementation strategies based on the stakeholders' need.

2.4 System Requirements

2.4.1 Functional Requirements

The functional characteristics for the Merit-Based Scholarship Assessment System are the following key features:

User Registration and Authentication: The program will allow the administrators and the students to register nicknames primplement security so that all the information is protected.

Application Submission Gateway: The gateway is required to offer an easily reachable interface where students are able to submit scholarship applications, with the ability to attach mandatory documents.

Application Monitoring: Students will have the capability to track the status of their scholarship applications in real-time, thereby receiving alerts concerning any modifications or updates.

Committee Review and Scoring: The site will enable members of the scholarship committee to review submissions, score application materials based on established criteria, and make awards.

Reporting and Analytics: The software needs to integrate reporting functions to help the administrators analyse application trends, award allocation, as well as user satisfaction levels.

2.5 Non-Functional Requirements

The system's non-functional requirements are paramount in the achievement of reliability and performance:

Performance: The system is required to deal with multiple requests from users all at one time without speed degradation, and able to tackle peak loads during application times. Scalability: The architecture design is to provide for future growth to support growth in the number of scholarship programs and user accounts.

Usability: The user interface design must ensure that the product is highly intuitive and user-friendly, including easy navigation for the student and the administrator, so that minimal extensive user training is required.

Safety: The service needs to deploy effective security technologies designed to protect user data from access by unauthorized parties, such as the implementation of data encryption and secure logins.

Availability: The system must be operational and up online 24/7, particularly during the sensitive application times, so that the students conveniently submit their applications

CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter describes the methodological design applied during the study concentrated on the development and implementation of the Merit-Based Scholarship Assessment System at Uganda Christian University. The research design is made explicit, the study population specified, sampling methods identified, data collection methods planned, tools utilized, research procedures, methods of evaluation, ethical issues, study limitations found during the study process, testing practices, and implementation tools. The methodology plays a key role in informing the research process to ensure the results are reliable and valid.

3.2 Research Design

The research employed descriptive design. The design is well fit for an investigation into the behaviour, nature, and attitudes of the study group regarding the process of applying for the scholarship. By the method of interviews, questionnaires, the study will try to acquire general information on the want and urge among students, administrative staff, together with members of the committee responsible for managing the scholarship in Uganda Christian University.

3.3 Study Population

The research's target population was made up of 870 respondents, consisting of students, administrative staff, as well as members of the committee working on the scholarship processes within Uganda Christian University. Heterogeneity existing among this population is sure to incorporate varied opinions, something that is vital when trying to understand the prevailing issues as well as potential improvers the scholarship application processes.

3.4 Sampling and Sampling Procedure

Sampling design employed stratified sampling, hence facilitating the adequate representation of various subgroups within the target population. The respondents were categorized according to their positions: members of the committee, administrative staff, and students. This was to enable the adequate measures of the requirements and responses speci c for each subgroup.

Determining the Sample Size

The sample size was calculated by the application of Cochran's Formula.

$$n_0 = \frac{Z^2 \cdot p \cdot (1-p)}{e^2}$$

Where:

- n_0 = required sample size
- Z = Z-value (1.96 for a 95% confidence level)
- p = estimated proportion of the attribute present in the population (assumed as 0.5 for maximum variability)
- e = margin of error (set at 0.05)

Determination of Sample Size

The sample size was calculated using **Cochran's Formula**: Substitute

the Values into the Formula

$$n_0 = \frac{1.96^2 \cdot 0.5 \cdot (1-0.5)}{0.05^2}$$

$$n_0 = \frac{0.9604}{0.0025} = 384.16$$

Since the sample size cannot be a fraction, we round up.

$$n_0 = 385$$

Adjusting for Finite Population

Since the total target population is N=870, we use the finite population correction formula:

$$n = \frac{n_0}{1 + \frac{(n_0 - 1)}{N}}$$

Substituting the values:

$$n = \frac{385}{1 + \frac{(385-1)}{870}} = \frac{385}{1 + \frac{384}{870}} = \frac{385}{1 + 0.4414} = \frac{385}{1.4414} \approx 267.00$$

Table 2: Respondents distributed

Thus, the study involves **274** respondents distributed as follows

Category	**Percentage (%)**	**Sample Size**
Students	65%	178
Administrative Staff	25%	69
Committee Members	10%	27
Total		**274**

3.5 Data Collection Methods

The data compilation was conducted through the combination of quantitative and qualitative approaches. Questionnaires were also employed to acquire numerical information, while interviews were carried out to uncover completeness on qualitative data. The implementation of the mixed-methods strategy encourages the substantive comprehension among users' needs and experiences towards the scholarship assessment system.

3.6 Data Collection Instruments

The data collection instruments included structured questionnaires for the survey and semi-structured interview guides for interviews. The questionnaires were used to solicit demographic information, level of satisfaction, and preferences that relate to the scholarship application process. The semi-structured interviews provided the leeway to dig deep into the observations as well as the narrative.

3.7 Research Procedure

The research procedure involved the following steps:

Preparation: Finalization of data collection instruments and securing ethical approvals.

Sampling: Identification and selection of participants based on the stratified sampling method.

Data Collection: Administration of surveys and conducting interviews with selected respondents.

Follow-Up: Ensuring participant understanding and addressing any questions during the data collection phase.

3.8 Data Analysis

Quantative data from the questionnaires were analyzed with the help of statistical software (SPSS) to provide descriptive statistics and detect patterns. Qualitative data from interviews were transcribed and thjamatically analyzed to present key themes and remarks pertaining to the process followed by the scholarship application process and the perceptions from users.

3.9 Ethical Issues

Ethics dominated during the research. All the respondents provided informed consent to participate, agreeing to their own understanding of the research intentions and their ability to withdrawal at any moment. Confidentiality was achieved by eliminating the names from the answers, while the data were also safely stored to ensure no unauthorized access. The research was also in compliance with the ethical considerations provided by the institutional review body.

3.10 Limitations to the Study

Some of the study's limitations were the application of data that is self-reported, hence the data was prone to biasing. Secondly, although the sampling approach was stratification, this does not necessarily reflect the perspective of all the sub-groups. Finally, the resources-based and time-based limitability may have restricted the coverage scope of data collection. The quantitative data from the survey were analyzed by statistical software (SPSS) to present descriptive statistics and detect

trends. The interviews' qualitative data were transcribed and thematically analyzed to get principal themes key observations relating to the process of the application for the scholarship and users' point of view.

Ethical considerations were uppermost during the study. All the respondents provided informed consent, where the respondents were well informed of the objective of the study and their prerogative to withdrawal at any moment. Confidentiality was also achieved by ensuring the responses were anonymous, and the data was stored safely to discourage any unauthorized access. The study was also in agreement with the ethical guidelines from the institutional review body.

3.11 Testing

Testing of the research instruments was conducted through a pilot study involving a subset of respondents outside the main study population. Feedback from the pilot study was used to refine the questionnaire and interview guides to enhance clarity and relevance.

3.12 Tools for Implementation

The primary tools utilized for implementation included statistical analysis software (SPSS) for data analysis and online survey platforms (such as Google Forms or SurveyMonkey) for data collection. Additionally, tools for conducting interviews included audio recording devices and transcription software to facilitate accurate data capture and analysis.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION, AND INTERPRETATION OF RESULTS

4.1 Introduction

This report gives the results emanating from questionnaires filled out by the students, administrative staff, and members of the scholarship committee from Uganda Christian University, Bishop Barham University College. The goal behind the analysis was to analyze the hurdles faced during the scholarship application process, analyze the level of satisfaction from the current system, and gain suggestions for improvement. The data generated has been formatted and presented in the form of tables, percentages, and interpretative statements.

4.2 Data Showing the Questionnaire Return Rate

The total questionnaires were 274 among the respondents selected. However, for various reasons, including incomplete or unread submissions that were not returned, only 218 questionnaires were returned fit for further analysis. The current section presents the submission return rate.

Table 3 Data Showing the Questionnaire Return Rate

Questionnaires Distributed	Questionnaires Returned	Return Rate (%)
274	218	79.6%

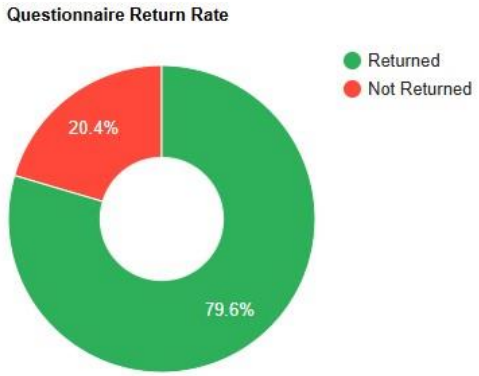

Figure 5 Data Showing the Questionnaire Return Rate

Interpretation

From the 274 questionnaires distributed, 218 were returned, giving a return rate of 79.6%. This is a good return rate and provides a strong foundation for making conclusions. However, some questionnaires had missing answers, which is expected in any real-world data collection exercise.

4.3 Demographic Information

4.3.1 Gender of the Respondents

The study collected information on the gender of the respondents to understand the distribution of participants by sex.

Table 4 Gender of the Respondents

Gender	Frequency	Percentage (%)
Male	120	55%
Female	95	43.6%
Prefer not to say / Missing	3	1.4%
Total	**218**	**100%**

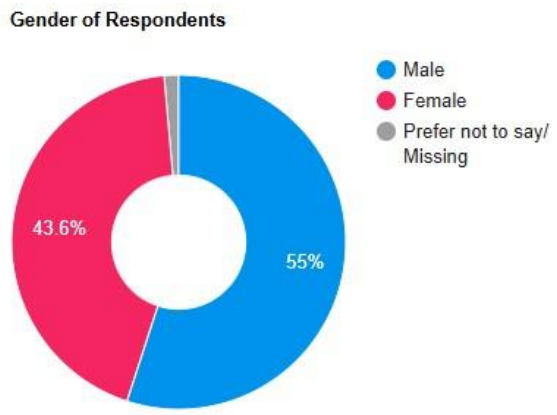

Figure 6 Gender of the Respondents

Interpretation

The majority of the respondents were male at 55%, followed closely by females at 43.6%. A small percentage (1.4%) either did not specify their gender or left the section

blank. This shows that both genders were fairly represented, although slightly more male students and staff responded to the questionnaire.

4.3.2 Age of Respondents

Table 5 Age of Respondents

Age Group	Frequency	Percentage (%)
18–25	140	64.2%
26–35	55	25.2%
36–45	17	7.8%
46+	6	2.8%

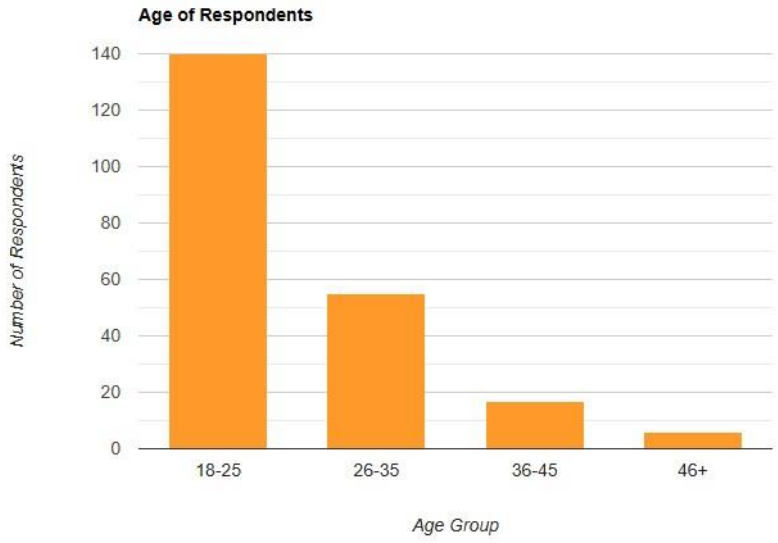

Figure 7 Age of Respondents

Interpretation

Most respondents (64.2%) were aged between 18 and 25 years, which is expected since many university students fall within this range. A smaller number (25.2%) were between 26–35 years, likely including postgraduate students and young staff members. Those above 36 years were mainly administrative staff and committee members. This distribution confirms that a wide range of ages were represented.

4.4 Objective One: To investigate the limitations and challenges faced by students during the current scholarship application process

Participants were asked about the challenges they face during the current scholarship application process. They responded using a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).

Table 6 the limitations and challenges faced by students during the current scholarship application process

Statement	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
The process is confusing	5%	10%	20%	40%	25%
Difficulty submitting documents	8%	12%	18%	38%	24%
Poor communication on application status	7%	15%	25%	35%	18%
Hard to understand eligibility criteria	10%	18%	22%	30%	20%
Lack of transparency	6%	12%	19%	39%	24%
Overwhelmed by many scholarships	9%	20%	26%	30%	15%

Interpretation

The findings show that a large number of students face confusion (65% agree or strongly agree) during the application process. Submitting documents is also a challenge for many (62%). Communication about application status is rated poorly by around 53% of respondents. Furthermore, 50% felt that understanding eligibility criteria is difficult. Lack of transparency was confirmed by 63% of respondents, while 45% reported feeling overwhelmed by the many available scholarships. These results highlight the urgent need for a simpler, clearer, and more transparent system.

4.5 Objective Two: To design a user-friendly system that supports online applications and document uploads

Respondents were asked to rate their satisfaction with different aspects of the current scholarship application process.

Table 7

Statement	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Satisfied with the current process	15%	30%	25%	20%	10%
Instructions are clear	10%	22%	28%	30%	10%
The system adequately supports students	18%	25%	27%	22%	8%
The timeline for processing is reasonable	14%	20%	31%	25%	10%
Help is accessible when needed	12%	26%	30%	22%	10%
The selection process is fair	20%	30%	24%	18%	8%

Interpretation

Generally, satisfaction with the current scholarship system is low. Only around 30% of respondents agreed that they were satisfied, while 45% disagreed. Many students also found the instructions confusing and help services insufficient. Worryingly, 50% believed that the selection process was not fair. These results suggest that the current scholarship application system is not meeting the needs of many students, and improvements are necessary to restore trust and satisfaction.

4.6 Objective Three: To test the system for functionality and user acceptance among students and staff.

Participants shared their views on what improvements they would like to see in a new scholarship system.

Table 8 Desired Improvements in the Scholarship Process

Statement	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
Need for an online application system	3%	5%	10%	40%	42%
Real-time updates would help	2%	4%	12%	35%	47%
An online helpdesk would be useful	4%	5%	15%	38%	38%
Need more workshops/training sessions	5%	8%	20%	40%	27%
Feedback on unsuccessful applications is important	2%	3%	10%	45%	40%
Better communication about available scholarships	2%	4%	8%	50%	36%

Interpretation

The results clearly show that respondents strongly desire improvements. 82% want an online application system, and 82% support the need for real-time updates. A large number also asked for an online helpdesk and more workshops to explain the application process. Furthermore, students would like feedback after unsuccessful applications to understand how they can improve. Improved communication about scholarships was also rated highly necessary by 86% of respondents. These findings strongly support the need for a fully digitized and student-friendly scholarship management system.

4.7 Findings from Interviews

Respondents were asked open-ended questions about their experiences and suggestions for improving the scholarship process. The responses were summarized and grouped into key themes.

Findings:

Confusion and Stress: Many students said they feel stressed because they are not sure if they are filling out the forms correctly.

Delays and Poor Feedback: Several students complained about long waiting times and little communication after submitting applications.

Unclear Instructions: Respondents mentioned that instructions on eligibility and document requirements were not easy to understand.

Favouritism and Bias: Some thought that scholarships are given discriminatorily to some people or groups.

The qualitative report yields interesting information regarding the attitudes of the staff members and the students. The data underlies the quantitative result by underscoring the overriding desire for improved communication, clarity, and the utilization of technologies to offer an easier and reliable scholarship application process.

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CHAPTER FIVE
DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the discussion of key findings from the study, conclusions drawn from those findings, and recommendations based on the results. The aim is to understand how the challenges, satisfaction levels, and suggestions from students and staff shape the need for a better, automated scholarship system at Uganda Christian University, Bishop Barham University College (UCU-BBUC).

5.2 Discussion of Findings

5.2.1 Objective One: Challenges with the Current Scholarship Application Process

This is the chapter on presentation of the study's principal findings, study's findings-based conclusions, as well as the study's findings-based recommendations. The objective is to find out how the faced difficulties, the levels of satisfactions, as well as the student's personnel suggestions affect the need for the improved automation-based scholarship platform by the Uganda Christian University, Bishop Barham University College (UCU-BBUC

The survey discovered that most students felt the existing process for making an application for scholarship was intimidating and frustrating. Most respondents complained of the existence of obstacles, including issues with form submission, communication concerning the status of their application, and the absence of express eligibility criteria. The students also complained about the openness and fairness of the selection process. The results show that the existing handwritten and semi-automated processes are unable to work for the students' benefit and are capable of deterring some from making an application.

5.2.2 Objective Two: Satisfaction with the Current System

In terms of existing satisfaction with the scholarship framework, the majority of respondents expressed discontent. Most respondents put to rest assertions that the system was transparent, friendly, or fair. Only an negligible percentage expressed an

agreeable perspective of the direction provided and access to assistance throughout the process of application. This discontent points out the stark discrepancy between the perceptions by personnel and students as opposed to the performance by the existing system.

5.2.3 Objective Three: Desired Improvements

The respondents registered high support for the idea to have an easily navigable online scholarship application system. Many preferred one that will allow for up-to-the-minute updates, increase communication, have an online helpdesk, and give clear guidelines on eligibility and requirements. These results justify that students and staff want a modern, open, and effective process to make the scholarship application process better.

5.2.4 Findings from Interviews and Observations

The interviews also supported the survey outcomes. Students and staff said the current system was slow, stressful, and user unfriendly. The observations found that the majority of applicants were confused about the documents to submit and had trouble tracking the status of their application. Outdated communication and unclear guidelines were the most common concerns raised. Some respondents also felt the influence of favouritism impacted the conferral of scholarships, evidencing the need for an improved open merit-based system.

5.3 Conclusion

Conclusion on Objective One: Challenges

Overall, the present scholarship application process is troubled, primarily due to the absence of automation and poor coordination. The students are confused, stressed, as well as consider the process to be unfair. Without effective mechanisms, the bright students are likely to lose out on chances.

Conclusion on Objective Two: Satisfaction

The current process satisfaction level is significantly poor. The students are also not satisfied with the way the management handles the applications, the way communication is dealt with, and the length of the process. If the university does not

amend the issues, the possibility is that more students will lose confidence in the scholarship process.

Conclusion on Objective Three: Desired Improvements

There is a clear and strong call for change. Most respondents want an online scholarship management system that is fast, transparent, and easy to use. Students need real-time updates, proper support, and clear feedback on their applications to feel confident and satisfied with the process.

Conclusion on Findings from Interviews and Observations

The interviews and observations confirmed the same problems seen in the survey results. Students and staff want more fairness, better communication, and a simple process. A properly designed online system would solve many of the existing problems and rebuild confidence in the scholarship process at UCU-BBUC.

5.4 Recommendations

Recommendation 1: Develop an Online Scholarship Management System

The university should invest in creating an online system where students can apply, upload documents, and track the progress of their applications easily. The system should be mobile-friendly to accommodate students who may only have access to smartphones.

Recommendation 2: Provide Clear Guidelines and Instructions

Before students apply, the university should publish clear guidelines and checklists. This will help reduce confusion about eligibility and required documents. Workshops or short training videos can also be prepared to guide applicants.

Recommendation 3: Improve Communication Channels

The student needs to have auto-alerts on their application status, including the confirmation of receipt, notification on the processing status, and the final decisions.

There also needs to be an online helpdesk by chat/email to resolve the issues immediately.

Recommendation 4: Ensure Transparency and Fairness

The selection criteria must be made clear so that all the students know what is desired. There must be an autonomous committee for the selection of the scholarship so that no favouritism is done and the scholarships are awarded strictly on merit.

Recommendation 5: Collect Feedback from Students Regularly

After each scholarship cycle, the university should gather feedback from applicants. This feedback can help improve the system further and make students feel involved and valued in the process.

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APPENDICES

APPENDIX I: PARTICIPANT INFORMATION SHEET

Study Title:

Merit-Based Scholarship Assessment System at Uganda Christian University

Researcher:

…….

…….

…….

Introduction

You are being invited to participate in a research study aimed at developing a Merit Based Scholarship Assessment System to enhance the scholarship application experience at Uganda Christian University. This information sheet provides details about the study to help you make an informed decision regarding your participation.

Purpose of the Study

The purpose of this study is to identify the challenges and preferences of students, administrative staff, and committee members involved in the scholarship application process at Uganda Christian University. The data collected will inform the design and implementation of an effective scholarship management system.

Participation

Your participation involves completing a survey and/or participating in an interview that will take approximately 30 minutes of your time.

Participation is voluntary, and you may withdraw at any time without any consequences.

Eligibility Criteria

To participate in this study, you must meet the following criteria:

Be a current student, administrative staff, or committee member at Uganda Christian University.

Be at least 18 years old.

Data Collection

Data will be collected through structured questionnaires and semi-structured interviews. Your responses will remain confidential and will only be used for research purposes.

Confidentiality

All information collected in this study will be kept confidential. Data will be stored securely, and your anonymity will be preserved. Identifiable information will not be included in any reports or publications resulting from this study.

Risks and Benefits

Risks: There are minimal risks associated with participating in this study. You may feel discomfort answering some questions; however, you can skip any questions you do not wish to answer.

Benefits: Your participation may contribute to improving the scholarship application process at Uganda Christian University. Findings from this research may help enhance accessibility and efficiency in scholarship management.

Contact Information

If you have any questions about this study or your participation, please feel free to contact me at ……. or ……. You can also contact [Institutional Review Board Officer or Ethics Committee at

…….

Consent

By signing below, you indicate that you have read and understood this information sheet and that you agree to participate in the study.

Participant Name: _____

Signature: _____

Date: _____

APPENDIX II: QUESTIONNAIRE

SECTION 1: DEMOGRAPHIC INFORMATION

(Please tick the appropriate box.)

Question	**Options**
1. Gender	☐ Male ☐ Female ☐ Other
2. Age Group	☐ 18-25 ☐ 26-35 ☐ 36-45 ☐ 46+
3. Occupation	☐ Business Owner ☐ Accountant ☐ IT Personnel ☐ Financial Analyst
4. Years of Experience in Financial Management	☐ 0-2 years ☐ 3-5 years ☐ 6-10 years ☐ 10+ years

SECTION 2: CURRENT EXPERIENCE

(Use the scale below to rate the following statements.)

Scale:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Objective 1: Challenges with Current Scholarship Application Practices

Statement	**1**	**2**	**3**	**4**	**5**
The current scholarship application process is confusing.	☐	☐	☐	☐	☐
I face difficulties in submitting all required documents on time.	☐	☐	☐	☐	☐
The communication regarding application status is inadequate.	☐	☐	☐	☐	☐
I find it hard to understand the eligibility criteria for scholarships.	☐	☐	☐	☐	☐
The current system lacks transparency in decision-making.	☐	☐	☐	☐	☐
I feel overwhelmed by the number of scholarships available.	☐	☐	☐	☐	☐

Objective 2: Satisfaction with the Current System

Statement	1	2	3	4	5
I am satisfied with the current scholarship application process.	☐	☐	☐	☐	☐
The instructions for applying for scholarships are clear.	☐	☐	☐	☐	☐
I believe that the current system adequately supports students.	☐	☐	☐	☐	☐
I feel that the timeline for application processing is reasonable.	☐	☐	☐	☐	☐
I can access help or support when needed during the application process.	☐	☐	☐	☐	☐
I trust that the selection process for scholarships is fair.	☐	☐	☐	☐	☐

Objective 3: Desired Improvements

Statement	1	2	3	4	5
I would benefit from a more streamlined online application process.	☐	☐	☐	☐	☐
Real-time updates on application status would enhance my experience.	☐	☐	☐	☐	☐
An online helpdesk would assist students in navigating the application process.	☐	☐	☐	☐	☐
I would appreciate more workshops or sessions explaining the application process.	☐	☐	☐	☐	☐
I believe feedback on unsuccessful applications is important for improvement.	☐	☐	☐	☐	☐

Improved communication about available scholarships would be beneficial.	☐	☐	☐	☐	☐

OPEN-ENDED QUESTIONS

(Please provide detailed responses to the following questions.)

Objective 1: What specific challenges have you experienced with the current scholarship application process?

_____

_____

_____

Objective 1: What changes would you suggest to overcome the challenges you mentioned?

_____

_____

_____

Objective 2: In your opinion, what aspects of the current scholarship system work well, and which do not?

_____

_____

_____

Objective 2: How can the current scholarship system be improved to enhance student satisfaction?

_____

_____

_____

Objective 3: What features would you like to see in a new scholarship management system?

_____

_____

_____

Objective 3: Please provide any additional comments or suggestions regarding the scholarship application process.

_____

_____

_____

Research Budget

This budget is estimated in Ugandan Shillings (UGX) and covers all activities required for the research, including data collection, system development, testing, and reporting.

Table 9: Research Budget

Budget Item	**Estimated Cost (UGX)**
Proposal Production (Printing and Binding)	160,000
Research Personnel (2 Assistants)	650,000
Transportation (Fieldwork and Meetings)	550,000
Data Collection Activities (Surveys, Interviews, FGDs)	430,000
Internet Access and Communication	270,000
Stationery and Office Supplies	220,000
Software Licenses and Analytical Tools	340,000
System Mock Testing and Demonstrations	530,000
Ethical Clearance and Administrative Fees	330,000
Report Preparation (Typing, Editing, Printing)	270,000
Contingency (Miscellaneous Expenses)	10,000
Total	**UGX 3,760,000**

APPENDIX III: INTERVIEW GUIDE

Study Title:

Merit-Based Scholarship Assessment System at Uganda Christian University

Purpose of the Interview

This interview aims to gather in-depth qualitative insights regarding the experiences, challenges, and suggestions related to the scholarship application process from selected participants at Uganda Christian University. Your feedback will play a crucial role in designing an effective scholarship management system.

Interviewee Information

Name: _____

Position: _____

Date of Interview: _____

Interviewer's Name: _____

Structure of the Interview

The interview will consist of three main sections:

Demographic Information

Current Experiences with the Scholarship Application Process

Suggestions for Improvement

Section 1: Demographic Information

Can you please tell me your name, position, and your relationship with the scholarship application process (e.g., student, administrator, committee member)?

Section 2: Current Experiences with the Scholarship Application Process

How familiar are you with the current scholarship application process at Uganda Christian University?

Can you describe your experience?

What challenges have you faced with the current scholarship application process?

How do these challenges impact you or the students?

In your opinion, how effective is the communication regarding the scholarship application process?

Are there areas where you feel communication could be improved?

How do you perceive the transparency and fairness of the scholarship selection process?

What factors contribute to your perception?

Can you share any positive aspects of the current scholarship application process that you think should be maintained or further enhanced?

Section 3: Suggestions for Improvement

What specific improvements would you suggest for the current scholarship application process?

Are there best practices from other institutions that you believe could be implemented?

How can technology be better utilized to enhance the scholarship application experience?

What features do you think are essential for a more effective online scholarship management system?

What kind of support or resources would you find beneficial during the scholarship application process?

Would you prefer workshops, online resources, or one-on-one consultations?

Finally, is there anything else you would like to add regarding your experience with the scholarship application process that we haven't covered?

Conclusion: Thank you for your time and valuable insights. Your feedback will significantly contribute to the successful development of the Merit-Based Scholarship Assessment System.

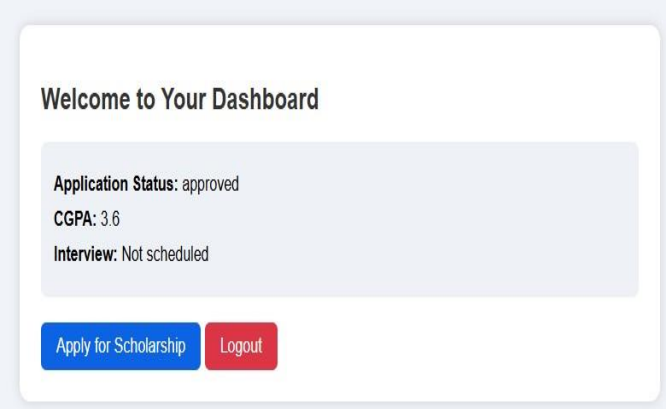
Work Plan

ACTIVITIES	JAN 2025	FEB 2025	MAR 2025	APRIL 2025	MAY 2025
Topic Identification	✓				

Approval of the Research Topic		✓			
Development of Research Proposal		✓	✓		
Proposal Submission			✓		
Data Collection Preparation			✓		
Data Collection				✓	
Data Analysis				✓	✓
Report Writing					✓
Report Submission					✓

System Screenshots

Student Application Form


Welcome to Your Dashboard
Application Status: approved
CGPA: 3.6
Interview: Not scheduled
Apply for Scholarship
Logout

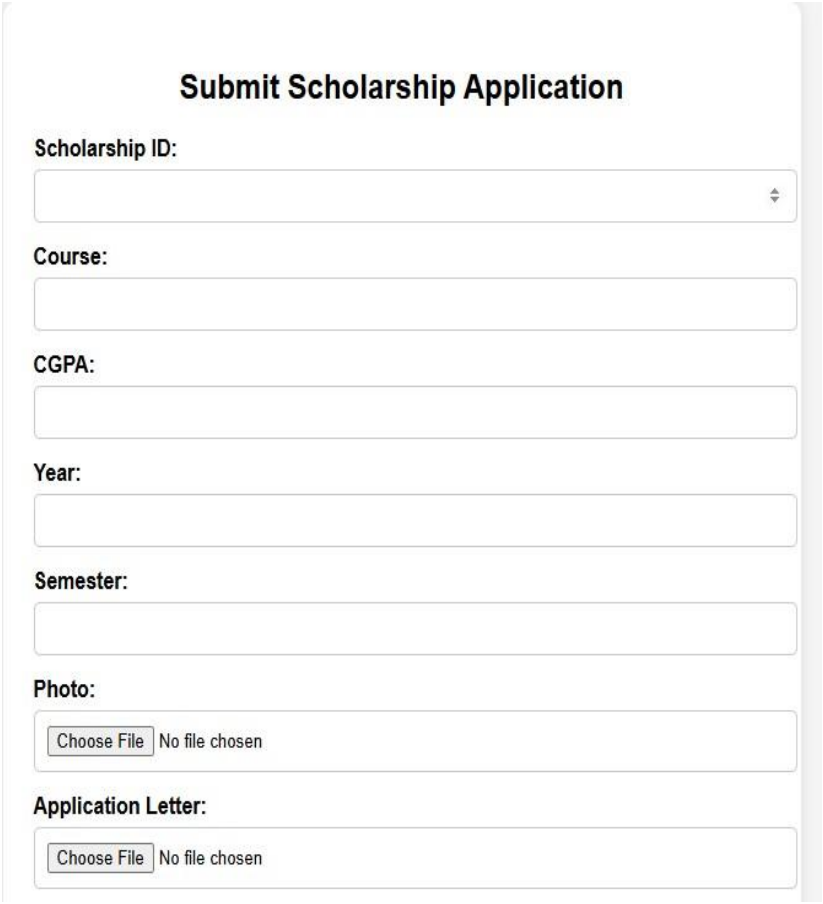
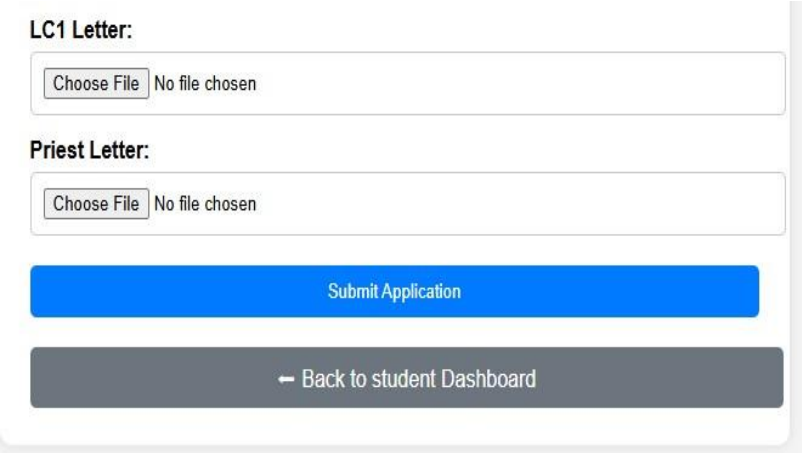

Submit Scholarship Application
Scholarship ID:
Course:
CGPA:
Year:
Semester:
Photo:
Choose File No file chosen
Application Letter:
Choose File No file chosen

Figure 8 Student Application Form



Admin Dashboard Layout

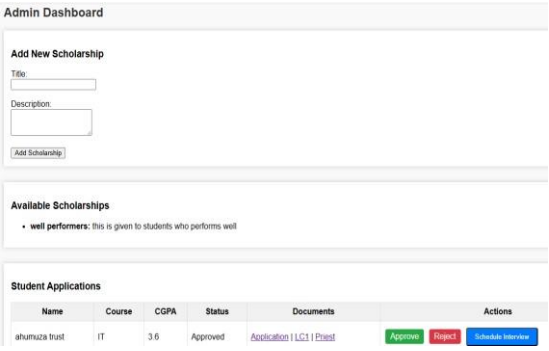


Figure 9 Admin Dashboard Layout

Assessor Review Page Sample and interview schedule on the admin dashboard

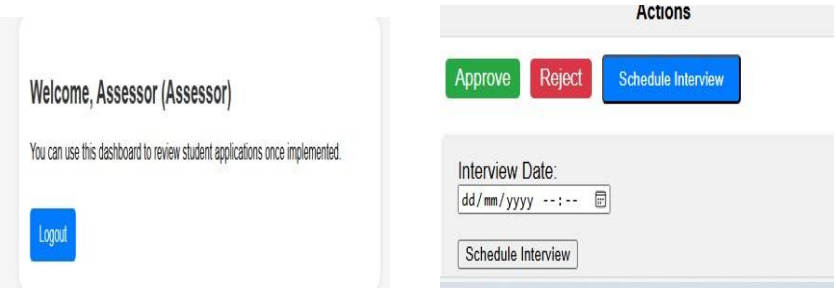


Figure 10 Assessor Review Page Sample and interview schedule on the admin dashboard