

In modern society, it is common to see students working part-time jobs to cover their tuition while taking classes in school, especially for university students. To encourage students to devote more time to academics, I recommend a grade-based scholarship system. Students can gain a certain amount of scholarship for every mark they get for each course, where the specific amount would be determined by the school. The per-score grade-based scholarship scheme can achieve the goal successfully because it provides strong and direct incentives for most regular students. It also relieves their financial stress while creating less academic pressure.

University education places heavy financial burdens on students, which pressures them to find part-time jobs, thus shortening their time spent studying. This scholarship is primarily designed for local students who go to university in Canada as full-time students. It is assumed that the original intention of students entering university is to gain knowledge. Therefore, if they have less burden, they will spend more time studying. Furthermore, one can assume that most university students have an average study ability and a positive linear relationship between the hours they spent studying and the grades they receive. Between the two choices of studying and working, students have different weights in their minds. Since there is a fixed amount of total available time, they would choose the best combination of time consumption that can bring them the most satisfaction. To expand, it is assumed that as students spend more time studying, the additional wants they can satisfy by studying one extra hour will decrease.

According to the Retail Council of Canada, the current minimum wage in Ontario is 14 CAD per hour. Hence, the “price” of a one-hour study is 14 dollars because one could use that hour to work. Under the scholarship scheme, students will gain \$ $x$  for every grade they get. This implies that for every additional hour they spent studying, they would marginally increase their mark and thus make a fraction of their total scholarship. Therefore, the price of studying for an

hour will decrease by  $\$x$  (where  $x$  is the fraction of the total scholarship students earn by studying an additional hour). In effect, the student's income increases with the scholarship. As studying becomes relatively cheaper, the student will spend more hours studying because it can satisfy their wants more efficiently. In addition, the scholarship amount per percentage mark is less than \$14 (wage rate). Thus there will still be a trade-off for students between hours spent on studying and working. As the students' income increase, they will increase the hours spent on schoolwork since the scholarship reduces the financial burden. Overall, the total effect of the scholarship scheme will increase students' allocation of time to studying.

Moreover, opposing voices will claim that students' academic abilities differ, and the relationship between hours spent and marks earned are not linearly correlated. Some people only need to study for a short period of time before the exams to get high grades, while others require consistent effort. Thus, the assumption of this scholarship program would not hold in reality. However, with everything else held constant, students spend more time studying will have higher marks. Besides, with a threshold scholarship where students need to achieve a certain grade to receive the scholarship, less capable students will feel more pressure. Their efforts would have been wasted if they do not pass the threshold. Their passion for studying will be worn down and fewer people would be motivated to study. On the contrary, a per-unit scholarship is like setting a small, achievable goal. It is more attainable and less effort-consuming. Thus, my proposal is not only suitable for strong learners but also hard-working learners. It motivates more students under the per-unit proposal, thus achieving the goal of convincing students to devote more time to studying instead of working.

In conclusion, the per-score, grade-based scholarship program can effectively motivate more university students to spend more time studying overworking by offering incentives. It

indirectly sets attainable goals for students and decreases their financial burden. Students can study more and worry less about paying off their tuition. Therefore, I would recommend this per-unit scholarship for schools to achieve their goals.

(699 words)

## Reference

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