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Assessment of Governance Operation System of the Locally-Funded Campuses of the Polytechnic University of The Philippines: Basis for a Proposed Enhancement

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Abstract:

This study purported to determine how governance system including its funding is being done and carried out by each of the local chief executives of Local Government Units in terms of school administration and facilities, such as library and laboratory, curriculum and instruction, research, extension and community service, maintenance and other operations of the locally-funded PUP campuses as well as the teaching and non-teaching personnel development programs. It also aimed to characterize and assess the present status and set up of all locally-funded PUP Campuses which can serve as a model for all other LGU-funded schools in the Philippines in carrying out the mission, vision and philosophy of the college or University in each Campus toward complementing and achieving the goals and objectives of the concerned Local Government Unit in as far as franchising or funding a higher educational institution is concerned.

The researcher utilized a combined quantitative and qualitative research methods to attain the purposes of the study. Descriptive method was used to gather quantitative information through a validated questionnaire accomplished by 214 respondents from the 13 PUP Locally-Funded Campuses in Luzon. Documentary analysis was employed using secondary data from the Office of the Branches and Campuses to reinforce and substantiate the data obtained from the questionnaires. Scheduled interviews of some

experts and authorities in the field of education as well as focused group discussion with the directors of locally-funded campuses were conducted to validate the survey results. Statistical tools used in data analysis included frequency and percentage distributions, weighted mean, F-Test One-Way ANOVA, and ranking.

Based on the data gathered, the following were summarized: The profile of stakeholder-respondents were comprised of those working as "faculty" of the school with the highest frequency of 117 (54.67%) followed by "students" enrolled in the school (51 or 23.83%); the LGU Official/Staff (21 or 9.81%); the Campus Administrative staff (20 or 9.35%); three (3) PUP Campus Directors (1.40%) and two respondents with no position indicated. Most of the respondents (140 or 65.42%) were living in Region IV-A, followed by respondents from Region III (43 or 20.10%); 15 respondents (7.00%) were living in the NCR while 16 (7.48%) gave "no response." The highest proportion (99 or 46.26%) had a school population of more than 1000. This was followed by those with less than 500 school population (62 or 29.98%) and 44 respondents (20.56%) with school population of 501 to 1000. There were 9 or 4.20% with "no response". Most (176 or 82.20%) of the respondents had campus funding from the Municipal Government followed by those (24 or 11.20%) with funds coming from the Provincial Government; a lone respondent (0.47%) who reported to have funding coming from Congress, and 13 (6.07%) who did not respond. Majority (111 or 51.87%) of respondents offered 5 or more programs, followed by those having 3 programs (33 or 15.42%), 4 programs (26 or 12.15%), 1 program (23 or 10.75%), 2 programs (15 or 7.01%) while 6 respondents (2.80%) had "no response". Majority (131 or 61.22%) of the respondents belonged to Class A municipalities with 25 (11.68%) from Class B, and a few from Class C (9 or 4.21) and Class D (2 or 0.93%) but there were 47 respondents (21.96%) with "no response" probably because they did not know to which classification their municipality belonged.

The assessment of the governance operation system was rated using weighted mean (WM) for each group of indicators. The academic services (WM=3.92), administrative services (WM=3.83), campus location (WM=3.80), quality of graduates (WM=3.65), classroom facilities (WM=3.64) and extension projects (WM=3.52) were assessed to be "very satisfactory" by the stakeholders. On the other hand, student services (WM=3.33), auditorium (WM=2.97), libraries

(WM=2.92), research capabilities (WM=2.78), laboratory facilities (WM=2.77) and sports facilities (WM=2.57) were rated "satisfactory". Medical facilities (WM=2.34) obtained the lowest rating interpreted as "fair". To determine if significant differences existed on the level of assessment of respondents when grouped according to stakeholders' classification, significant differences existed in all variables except for research capabilities, quality of graduates, and extension programs which were not significant. Along with Region where locally-funded campuses were located, significant differences existed on the level of assessment in terms of administrative services, auditorium, campus location, research capabilities, and extension programs. The rest of the variables did not show significant differences. Under school population, there existed significant differences on the level of assessment in all variables except for research capabilities, and quality of graduates which were not significant. In source of funding, significant differences existed in all variables except for academic services/staff which was not significant. In terms of number of programs offered, significant differences existed in all variables except for quality of graduates which was not significant. Along with municipality classification of the locally-funded campuses, no significant differences existed on the level of assessment in terms of the variables studied. All of the problems encountered by stakeholder-respondents in governance operation system of the LGU-funded PUP campuses were considered "moderately serious. These problems were identified to be "related to budget allocation for other operating expenses", "on processing of request for funding of campus activity", "on availability of shuttle service", "on LGU financial support to campus activities", "on availability of budget for the accommodation of delegates from the main campus and from other agencies", "on financial support to students' activities", "on LGU moral support to campus activities", "on acquisition of lot and land title of the campus"", "relative to consultation/ coordination of LGU to PUP"" and "on ownership of buildings in the campus". Proposed suggestions for an Enhanced Governance Operation System were determined and crafted.

Based on the findings, the following were concluded: The stakeholder-respondents were comprised mostly of faculty members of the locally-funded schools, living in Region IV-A, having a school population of more than 1000, funds coming from the municipal government, having 5 or more program offerings, and belonging to

Class A municipalities. The governance operation system rated "very satisfactory" by stakeholders were the indicators on academic services, administrative services, campus location, quality of graduates, classroom facilities, and extension projects while the indicators on student services, auditorium, libraries, research capabilities, laboratory facilities, and sports facilities were rated "satisfactory". Medical facilities obtained the lowest rating interpreted as "fair". There exists significant differences in the level of assessment of stakeholder-respondents of the campus governance operation of LGU-funded PUP Campuses when the respondents were grouped according to stakeholder-classification, according to school population, according to source of funding, and according to number of programs offered in the locally-funded campuses. The problems encountered in governance operation of the LGU-Funded PUP Campuses were moderately serious and were concerned with budget allocation and processing of request for funding activities, moral support of LGUs, land titles and ownership of buildings, and availability of shuttle services. A Proposed Enhanced Governance Operation System was endorsed by the researcher.

Based on the conclusions drawn, the following were recommended: The researcher recommends a comparative study of the locally-funded campuses to be able to determine the intercomparability value of being a locally-funded school. The Campus directors should focus on the indicators that obtained the lowest ratings of "fair" especially in laboratory, sports and medical facilities such as a dental laboratory or clinic where dental equipment are installed to meet the needs of the school for medical and dental services. Likewise, indicators deemed important evidences of quality and excellence such as tracer study of graduates, availability of faculty and administrative manuals, and the provision of specialized laboratories needed by programs such as Engineering and Hospitality Management must be looked into for appropriate action. Clear policies regarding allocation and processing of funds for campus activities must be established in locally-funded campuses. The researcher recommends strengthening the locally-funded campuses by intensifying their budget statement or allocation every year that can be used to sustain the governance operation system of all locally-funded PUP Campuses situated across Luzon. Likewise, the degree programs offered by the campuses must be rationalized vis-a-vis existing facilities, research, and extension

capabilities. A long-term site development plan of the locally-funded campuses is also recommended. With this, the researcher further recommends to revisit the existing MOA. The researcher recommends an enhanced governance operation system to counteract the problems encountered by considering not only the LGU but other important stakeholders of SUCs such as the civil societies, NGOs, POs, and the business and industry partners that absorbed our graduates. Thus, there is a need to revisit its existing memorandum of agreement (MOA). The researcher recommends the application and utilization of his Proposed Enhanced Governance Operation System for locally-funded campuses.

Key words: Governance, LGU Funded, Memorandum of Agreement**,** Analysis of Variance, State University and Colleges, Enhanced Governance Operation System

I. INTRODUCTION

Everyone would definitely agree that education is the greatest equalizer in the lives of Filipinos. It is the investment that one can have for a good and favorable return in the future. It allowed people to have an open access to the world and to the different opportunities awaiting them. Education truly is the one thing that a society cannot separate to the attainment of a better and well-off life.

Anyone who becomes successful has gone through a rigorous training and rigid education before he attained a triumphant life. He must master first the theories and concepts needed to put a productive resource into use and once attained, this is what many people called a well-governed fate. Governance starts from one individual's belief and philosophy in life brought about by an influence of the family in home.

Even Dr. Jose Rizal valued learning so much that the education of Filipinos emerged from being one of the dreams of his youth to become his supreme aspiration during his adulthood. His writings revealed that his aspiration would

awaken and prepare the mind of the child for every good and desirable ideas, love for honor, sincere and firm character, clear mind, clean conduct, noble action, love for one's fellowman, and respect for God (National Heroes Commission, 1964).

His writings proved that Rizal was really a fanatic of the values of education and its favorable impact on the lives of Filipinos. History claimed that while staying in Hong Kong in December 1891, he wanted to start a portion of his aspiration by building a school. In a paper titled *Colegio Moderno* (Modern College), Rizal described how his school would look like. That school was an institution that would form and educate young men of good family and means in accordance with the demands of modern times and circumstances (National Heroes Commission, 1964).

That educational aspiration was a system that would build the self-esteem of the Filipino, uplift him from miserable conditions, give him decency, help him become worthy of freedom and civility, and prepare him to earn a living as a patriotic, enlightened, and productive citizen. It would assure him to triumph sweetly and rise until the height of honor. Rizal's supreme aspiration was an educational system that would propel the Filipino people to attain their deserved liberties, material development, and greatness in the "lofty seat of endless glory."

Today, it is observed that many people too say that Filipinos have deep concern for education because it occupies a central place in political, economic, social, and cultural life in the Philippines. The government allocates the biggest percentage of budget every year for Philippine education as what the law mandates. This claim is supported by Paragraph 5, Section 5 Article XIV of the Philippine Constitution which states "That the State shall assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment. It thus guarantees that every Filipino has the right

to quality education not only in the basic but in college education as well.

Every school has its own governance operation system (GOS). It is a scheme being adopted by an administration or management in order to carry out its vision and mission while complementing the goals and objectives set by the local government unit. It is an effective tool which helps to measure the efficiency of management and the support being derived from other units or stakeholders. It likewise measures the coordination between and among the members of the academic community.

Tracing back to our history and the kind of educational governance systems existed before in running a school, the Philippine public school system was organized to facilitate the pacification of our nation during the American colonial period. The Americans used education as a tool to conquer our free spirit just like religion was used by the Spaniards to maintain our ignorance and govern the innocence of the Filipinos. Education and religion were the means that allowed our foremost colonial masters to rule over us. We can say that Education became a very important issue for the United States colonial government, since it allowed it to spread their cultural values, particularly the English language to the Filipino people. An instruction in English language and American history, led to forming of a national identity and Filipino nationalism during this era.

Unquestionably, education was an instrument of colonization from the start. It was never envisioned to liberate us from enlightenment. We have to be educated so we can become good colonials. Consequently, we have been very good in performing this role since then. MacArthur's successful strategy was based on the general belief of influential American educators that education primarily was a means of social control and an instrument to end conflicts. Before the first Thomasites landed on our shores, General Douglas MacArthur, commander of the American occupation force, asked the United

States government for a large appropriation for school purposes. He said: "This appropriation is recommended primarily and exclusively as an adjunct to military operations calculated to pacify the people and to procure and expedite the restoration of tranquility throughout the archipelago."

Meanwhile, Educational philosopher John Dewey also shared Horace Mann and Edward Ross' belief. He told a group of educators sometime in 1920 that education must provide a "means for bringing people and their ideas and belief together, in such a way as to lessen friction and instability, and to introduce deeper sympathy and wider understanding." For Dewey, schools should serve as an agency providing social services and a social center (Flores, 2014).

When these ideals were forcibly applied on us, it went from good to bad. Instead of uniting us, forced education divided our people. It created an elite class of pro-American English-speaking leaders from selected families who traditionally ruled over us. These were the ancestors of the 40 to 70 mostly Spanish Creole and Chinese families who now control the nation. The first step in creating this division was the compulsory usage of the English language as a mode of instruction and the teaching of American history and values in schools and communities. This reflected with the kind of school governance system during this era which purely promoted American values. This has the immediate effect of disapproving the native languages and dialects and the local history and culture. We were trained to look down on our own.

Horace Mann, the father of American public schools, thought that public schools should be the means of social control through the teaching of Christian based morals. His view was later supported by sociologist Edward Ross. Both believed that public schools could break down the barriers between the rich and poor, create a common community and unite the diverse American people. They feared that without public schools, a war between the rich and the poor could erupt (Flores, 2014).

As time goes on, the goals of the public school system in the US changed or were modified. From an institution meant to avert war between the haves and the have-nots, public schools became training grounds for American global competitiveness in the 21st century. Although the Philippine education system still remains the primary tool to keep us within the American ambit of influence, there were some changes in the system that closely mirrored the changes happening in the United States.

Just like in the US, where commercialization of education is very notable, quality education in our country is now so expensive that it effectively prevents the overwhelming majority of our people from availing it. One of the laws that led to its commercialization is the Education Act of 1982 which was forced on us by the US-led World Bank (WB). Because of this Act the quality of our education deteriorated as it allowed moneyed interest to take hold of it. Now the goal of neo-educators is no longer to educate but to make money from a business enterprise. Our education is not meant to enlighten us but to make us "commercially competitive." Being competitive, in this context, means highly trained but cheaply paid workers.

Education is supposed to lead to economic liberation but apparently not so in the Philippine context. It is a fundamentally held belief among Filipinos that education is a ticket out of poverty and a means of empowerment. In our culture, the lack of education is seen as a sure way to failure. This is the reason why responsible parents want to see their children complete their education and every diligent student feels the pressure to succeed in school. But the household budget needed for quality education is out of reach for the majority. For some who have little means, they have to rely on run-of-the-mill schools. The result is what fondly called "college degree inflation" which simply means that the value of one's collegiate degree is no longer what it used to be.

By submitting to the World Bank (WB) it surmises that our government had abandoned its strategic role of rearing our youth and its supposed function as the primary source of free

and quality education, the government abdicated these strategic roles due to greediness to tuition of private entrepreneurs. This is a dangerous situation as the molding of the minds of our children is left to those who are motivated only by money and personal gain.

It is in this way that we realize the significance of schools in a community. The importance of a school in a community can be inestimable. People view their school as a central hub in their neighborhood. When a change occurs, there are far reaching consequences. A school is constructed of brick and mortar. It is equipped with chalkboards and electrical wires, bulletin boards and desks. The building is usually one of the most imposing structures in a neighborhood. These are a few of the physical characteristics of a school, but what is truly behind is the consideration that the school is the heart and soul of a community and it is stipulated under the constitution that cultivates our future. The importance of a school in a community is like a magnet and cannot be underestimated. Many people move into neighborhoods because of the school located in that area. A good school is considered an essential component of any society. It is where strangers begin the process of bonding into a neighborhood.

It can be noted that because of poverty, there are many graduates in the secondary schools who stopped from enrolling in college not only because they did not pass the entrance examination given by a concerned college or university, but primarily because sending children to college is not an easy task on the part of the parents. Many factors have to be considered such as the distance or location of the school, the daily budget, allowance, payment to boarding house, and the environment that a student may encounter.

Because of these problems, as part of the governance functions of elected leaders, many of them think that putting up a community college or franchising a local university, which is less expensive and less effort on the part of the local government unit, is the answer to help the parents realize their

dreams for their sons and daughters to earn or obtain a college degree without leaving their own respective places.

The Municipal Government recognizes the inadequacy of courses and facilities available in the town, as well as the need for affordable college education. The huge costs of tuition, boarding and lodging fees in other places, drove the Municipals' leaders to actively address the need to provide quality education vis-à-vis better services and facilities at an affordable cost to its citizens. To address these requirements, some Municipal Governments under the leadership of the City or Municipal Mayor, pursuant to existing laws, had set up an educational institution in the tertiary level known as Locally-Funded Tertiary Institutions (LFTI). The Sangguniang Bayan passes a resolution authorizing the Local Government Chief Executive to create and operate such through a municipal ordinance with specific allocation of funds subject to proper disbursing, liquidation and auditing.

Local colleges and universities are tertiary education that are being run or operated by the Local Government Unit. According to the Local Government Code of 1991 that the state or LGU, subject to availability of funds and to existing laws, rules and regulation, shall establish and provide for the operation of vocational and technological studies or school similar or related to the post-secondary education or institutions with the permission of the Department of Education, Commission on Higher Education (CHED) in the case of a college or university, fix and collect reasonable fees and other school charges at said institutions, subject to existing laws on tuition fees.

BACKGROUND OF THE STUDY

The history of the Polytechnic University of the Philippines (PUP) may well parallel the nation's growth and development. As it met the needs of a fledgling Philippine civil service under American rule forged from the anvil of Spanish colonialism, so

will it serve the rising expectations of the people in the 21st century...desirous now of reclaiming their rightful place in the community of independent nations. As it has withstood the test of time, so will it continue to pace contemporary Philippine history.

Here are the highlights of its growth from a mere business school with an itinerant existence to the country's largest state university.

The organic act which established the Civil Government in the Philippines in 1901 made provision for the establishment of the Philippine School of Commerce. In response to the demand for training personnel for the government service and to the felt need to provide skills essential for private business employment, the Manila Business School (MBS) was founded on October 1904 as part of a City School system under the superintendence of G. A. O'Reilly.

It offered the prescribed intermediate curriculum and such vocational-technical courses as typing, bookkeeping, stenography, and telegraphy. On account of the fact that the great majority of its students came from the province, the MBS was made into an Insular (or national) school and accordingly renamed Philippine School of Commerce (PSC). At first, the intermediate curriculum was prescribed in addition to subjects such as typewriting, bookkeeping, and stenography. Afterwards a four-year secondary course in commerce was offered in addition to the courses in Bookkeeping, Stenography, Typewriting and Telegraphy.

The PSC was placed again under the supervision of the Superintendent of City Schools for Administrative purposes only, but retained its status as an Insular school. The PSC produced its first batch of high school graduates. During this year the course in telegraphy was discontinued since the Telegraph School of the Bureau of Posts offered better facilities.

The PSC offered a one-year course in Stenography for high school graduates. The course proved to be successful and popular because of its positive results. Those who took the

course got easily employed as stenographers and later as office managers.

To keep in step with changing conditions, the PSC started revising its courses of study. Under the leadership of Acting Principal Luis F. Reyes, it continually raised its general requisites. To enable young people employed during the daytime to acquire further training, it opened night classes (These classes would be discontinued in 1932 because of the government's retrenchment policy).

From 1904, the PSC has known several homes: an old Spanish building located at the foot of a small bridge at San Rafael Street, near the Mapa High School to an old house at the corner at Dulungbayan Street (now Rizal Avenue) and Dolores Street (now Bustos Street), Santa Cruz, Manila. Two years later, it was transferred to Gunao Street, corner Arlegui in Quiapo, in the building which now housed the Manila Blue Printing. At the end of another two years, it found itself in a building in General Solano Street, San Miguel, formerly occupied by the Bureau of Audits and the Philippine Senate where it had the consolation of staying for four years. A building behind the San Miguel Church was its next destination where it stayed for about twelve years. Then back to the Gen. Solano Building. In this last place, it remained for seven years up to 1933. Today PUP's main campus is located along Anonas Street in Sta. Mesa, City of Manila.

As per experience of the researcher when he was still a member of the PUP Board of Regents and got the chance to work with some prominent people in the Academe, Industry and CHED, he used to visit some of the locally-funded campuses of PUP and had the chance to talk with the campus local administrator and the faculty club presidents. The researcher being in the legislative sector of the University that time was concerned about how LGU runs its locally-franchised PUP campus. At present, there are 9 branches which are funded by the national government or those which are included in the General Appropriations Act (GAA) and 13 campuses

which are popularly categorized as the locally-funded ones. There were reports of comparison about differences in the system or scheme being implemented by each local government unit (LGU) where the PUP Campus is located. Some differences fall on governance issues such as hiring of staff, faculty, salary, allowances, rate of tuition fees and operation system in general. This pushed the researcher to validate the information through research as this might help PUP Management and other LGUs which might be interested in putting up their own locally-funded PUP Campus or even the ones that are operational in correcting the system once found that something is to be corrected.

On the other hand, the establishment of Branches and Campuses was supported by Presidential Decree (PD) No. 1341 converting the Philippine College of Commerce into a Polytechnic University of the Philippines, defining its objectives, organizational structure and functions, and expanding its curricular offerings was used as basis in putting up branches outside Metro Manila. As a commitment of the University, and as mandated by its Philosophy, PUP brought quality education right at the doorsteps of every Filipino in the countryside. Several branches were established across Luzon Island. The first branch was in Bataan Economic Processing Zone (BEPZ) in 1978. A year after in 1979, Lopez, Quezon Branch in the Fourth Congressional District was established. Meanwhile, Maragondon Branch in Cavite Province and Unisan Branch in Quezon Province were both established in 1987. In 1992 the Sto Tomas Branch in Batangas Province and Taguig Branch in Metro Manila were both established. Meanwhile the Mulanay Branch in the Third Congressional District of Quezon Province also was established in 1993. Another branch in urban area was opened in Quezon City in 1997. PUP Ragay Branch in Camarines Sur in the Bicol Region was the last branch erected in 2001.

When the Commission on Higher Education ordered the slowdown of putting up branches in the countryside due to

budgetary constraint of the national government, many local leaders, mostly Mayors, approached PUP administrators and expressed their desire to have PUP in their locality. In return, the local government unit committed their financial capability in funding the operation of what is now called locally-funded campus of PUP, a franchised university of one local government. This was made possible through a Memorandum of Agreement (MOA) between the first party, PUP and the second party, the concerned Local Government Unit (LGU). As part of the process, the MOA requires an attachment of a Sangguniang Bayan (SB) or Sangguniang Panglungsod (SP) Resolution attesting that a certain fund is allotted to operate a locally-funded PUP campus and at the same time authorizing the Mayor to enter into MOA with PUP. The PUP President then sought the approval of the PUP Board of Regents which thereafter authorizes the university president to enter into MOA with the local government unit. The MOA contains the Terms of Reference (TOR) in the operation of a locally-funded PUP campus for a certain period of time. For clarity purposes, branch is funded by national government through general appropriations act (GAA) while campus is funded through a local budget or allocation of fund of an LGU.

There were some campuses which were originally built as a Pamantasang Bayan Center or Open University such as the case of PUP Pulilan in Bulacan Province and PUP Cabiao in Nueva Ecija both of which started its operation in 1996 as a school offering a one-year tech-voch program under the Open University System. These OU Centers were converted into a full-fledged PUP Locally-Funded Campuses in 2009. While other locally-funded campuses such as Bansud in Oriental Mindoro in 2008 started also as Open University Center offering Master Degree programs in second semester of 2008 but in June 2009 it started to offer undergraduate programs. Meanwhile the PUP Calauan Campus in 2009 originally started its operation as a regular campus. Today, because of the MOA entered into between PUP and an LGU, these 13

locally-funded PUP Campuses which spread out across Luzon are still operational.

Moreover, the campuses even the branches varied on the programs offered per campus. Those in the NCR have more programs than those in the provinces since they are more advanced when it comes to facilities and laboratories. However, those in the NCR are more heavily populated than those in the provinces. But, all in all, they almost have the same number of students who graduate from the program for quality adherence.

According to Reschovsky and Imazeki (2001), even if it can be shown conclusively that spending money on public education at local level results in substantial improvements in student performance, it is important to recognize that there is not a one-to-one relationship between spending and educational outcomes. It is also important to emphasize that providing school districts with enough resources to achieve educational adequacy does not in itself guarantee that students will be provided with an adequate education. They argue that additional financial resources must be accompanied by strict accountability standards. Governments will need to develop financial incentives or penalties, plus other administrative mechanisms, to assure that local school districts actually improve educational outcomes and meet their goals of educational adequacy. If local school districts fail to meet these standards of performance, state governments may have to assume direct administrative control over local districts again.

The researcher believes that PUP is the only University in the country today to have the most number of branches and campuses which are spread out all over Luzon. This reality makes PUP the biggest University in terms of population with its more or less 70,000 students. Just recently, according to the survey conducted by JobStreet.com Philippines country manager Philip Gioca, PUP is the top school of choice of many companies in the country when hiring fresh graduates. The popular job employment website surveyed 551 companies from the period of February 22 to March 7 this year. PUP jumped to

number 1 spot from the fifth place in 2015, surpassing last year's top four such as University of the Philippines, University of Sto. Tomas, Ateneo de Manila University, and De La Salle University. Gioca also added that companies in various industries often look at trainability, communication skills, competence, willingness to learn, initiative, honesty, integrity, and most importantly, the right attitude to learn and on being trained.

The Philippines is considered to be one of the most highly educated middle-income countries. It has high enrolment rates at all levels of education and it has achieved near universal access to primary education (World Bank website, 2008). The first baccalaureate degree granting institution, the University of the Philippines, was created by an act of the Philippine Legislature in 1908 along European levels.

Since the creation of the Commission on Higher Education (CHED) and the Technical Education and Skills Development Authority (TESDA) in 1994, the Department of Education (DepEd) has concentrated on elementary and secondary Education. The CHED, a department-level agency, independent from the DepEd, governs the public and private higher education system (two-year colleges, four-year, and comprehensive/technical universities) and oversees degree-granting programs in all post-secondary educational institutions. The TESDA, an agency attached to the Department of Labor, oversees the post-secondary technical and vocational education.

The establishment of the Philippine educational system has always been the task of the national government via legislation. State colleges and universities have been created in this manner; for instance, the Polytechnic University of the Philippines, considered now as the premier state university for engineering, business and technology education of the country. Records show that there are now 1286 tertiary institutions created where 272 are public and 1,014 private institutions (Philippine Statistical Yearbook, 2004: 10-20). While public

elementary and secondary schools offer fully subsidized or almost free education, this is not the case for post-secondary or tertiary education which remains for the children of the financially privileged few. Going to College is a one-child-at-a-time culture for many Filipino families, if at all they send one. Indeed, people empowerment is curtailed in that arena.

Tertiary education in the Philippines is generally called Higher Education Institutions (HEIs) being administered by the Commission on Higher Education or CHED. These Institutions are licensed, controlled and supervised by CHED. HEIs in the Philippines are either colleges or universities, and are generally classified as public or private. Some are funded by the national government while others are locally-funded or subsidized by a local government unit. In 2008, the Philippines had 2,060 HEIs including 110 state universities and colleges (SUC) main campuses, 334 satellite campuses, 77 local universities and colleges, 10 other government schools, 1 CHED supervised institution, 5 special higher education institutions and 1,523 recognized private higher education institutions. As of August 2010 there were 1,573 private institutions and 607 state-run colleges and universities, for a total of 2,180 HEIs. The state universities and colleges (SUCs) are funded by the national government. The Department of Education allocate largest share in elementary education followed by the secondary education and has the lowest share is in tertiary education.

Colleges are tertiary institutions that typically offer one or a few specialized courses, for example, in the sciences or in liberal arts, or in specific professional courses, such as Nursing, Computing, or Maritime Studies. To be classified as universities, state universities and colleges (SUCs), CHED-supervised higher education institutions (CHEIs), private higher education institutions (PHEIs), and community colleges (CCs), must operate at least (8) eight different degree programs. They must offer at least six (6) undergraduate courses including a four-year course in liberal arts, a four-year

course in Basic Science Mathematics, a four-year course in the Social Sciences, a minimum of three (3) other active and recognized professional courses leading to government licensures, and at least two (2) graduate-level courses leading to doctoral degrees. A further seven (7) areas of requirements as universities are mandated by CHED (2010).

Public universities are all non-sectarian entities, and are further classified as State Universities and Colleges (SUCs) which are fully funded by the national government as determined by the Philippine Congress. The University of the Philippines, being the "national university", receives the biggest chunk of the budget among the 456 state colleges and universities.

Locally-funded schools or campuses operate on the premise that the territorial boundary of the LGU, with all the education infrastructure and facilities built by the province, city, or municipality, is the university campus itself. It means that a college or university has free access to all the structures found in the LGU, including its library, sports complex, hospitals, business establishments, and barangay or municipal centers. Local government universities and colleges (LUCs) have less stringent requirements than private universities. They are required to operate at least five (5) undergraduate programs as opposed to eight (8) for private universities, and two (2) graduate-level programs (Retrieved from http://www.wes.org/ewenr/09jan/practical.htm).

With an increased share of taxes from 11% to 40% given by the national government units plus their own income as highly urbanized cities or municipalities, a good number of LGUs decided to subsidize expenses for locally-funded schools such as the case of PUP whose campuses are spread all throughout Luzon Island. Local chief executives are aware that while it is easy even for poor families to send their children to elementary and high schools because costs are relatively lower; sending them to college poses a big problem. It is in this light that local government units are inspired to establish and

maintain institutions of higher learning (HEIs) in their own localities.

Through locally franchised funded schools, high school graduates from poor families can earn a three- to six-month course certificate, two-year Associate degree, or a four-year Baccalaureate degree paying only minimal, if any, tuition fee. This is exemplified by the Polytechnic University of the Philippines, Laguna State Polytechnic University, and Technological University of the Philippines which have successfully graduated deserving students from low-income families.

With the Local Government Code of 1991 (Republic Act No. 7160), barangays or local communities have made a big leap toward local autonomy and have acquired their identity with their own set of elective and appointive officials mandated to provide basic services to their constituencies as defined in Sec. 17 of the Code, and to lead in the development of their respective communities. Putting up a college or a university that the LGU officials have envisioned to be a very crucial adjunct to hasten the growth and development of the LGU became a simple endeavor through the Sangguniang Bayan (Local Legislative Bodies). Sections 458, 447, and 468 of the Local Government Code provide that an LGU may establish and operate vocational and technological schools and similar post-secondary institutions despite the existence of the various tertiary educational institutions in the town. Majority of eligible college students still travel to Metro Manila and other key cities and progressive neighboring provinces to study. Given this latitude, several LGUs have made in-roads to the educational system.

Filipinos being ardent believers of education as a means to alleviate social deprivations, always welcome new additions to diploma-granting institutions, more so, if these are intended for secondary school graduates who either could not afford the high tuition fees of private colleges and universities or could not qualify to enter the state managed ones. The locally-funded

tertiary education is indeed a great blessing for the impoverished children of the LGU constituents who are provided alternative doors to a better life.

The overarching principle for the development of any funding strategy is that public funds steer the tertiary education system in a way that facilitates its contribution to society and the economy. This requires the definition of the goals and objectives of the system through which this contribution is realized. To make the approach to funding consistent with the goals of the tertiary education that affects governance operation system; e.g. expansion, quality, cost effectiveness, equity, institutional or system capacity – which differ across countries at a given point in time. It ensures that approach is transparent, flexible, predictable, fair (to institutions, students and taxpayers), ensures public accountability, permits freedom to innovate, is sensitive to institutional autonomy, is demand-driven, recognizes the mission of institution, and is open to private institutions. It further articulates a long-term strategy including investment plans and schemes to raise additional resources which can be used in the operation of the schools. It also identifies programs and policies that should receive priority for new public funds (Osborne & Gaebler, 1992).

The researcher considered the said PUP locally-funded campuses as the basis for exploring how local government units funds tertiary education, and how much budget must be allocated in franchising a remarkable tertiary institution, or running a locally funded tertiary institution through the use of local government unit's (LGU) fund or even a congressional fund and to identify the educational priority programs adopted by these LGUs.

Governance operation system of PUP locally-funded campuses is significant in providing benchmark information on the state of other LGU-funded universities and colleges of a city, municipality or province. This study provided knowledge for the legal process, necessary budget, hiring of staff, salary

scheme, acquisition of site, and other educational priority programs of every LGU as well as the human resource administration implemented in every local government unit in Luzon where locally-funded PUP Campus is present.

THEORETICAL FRAMEWORK

According to Human Capital Theory (HCT), together with homogeneous work force assumption of neo classic theory is replaced by heterogeneity of labor. Differences in levels of education and skills gained by persons require that they receive different wages (Gonçalves, 1999: 1-4). The consequence of this is a shift from a functional distribution income to an individual distribution of income (Zweimüller, 2000: 1-16). First views on this subject are based on the studies of Smith and Mill. According to the compensation view of Smith, labor mobility gives rise to wage differences that equalize net advantage and disadvantage of the work. In the non-competing group's doctrine of Mill and Cairnes, lack of sufficient labor mobility causes real wage differences and this brings about legal, cultural and social hierarchy (Mincer, 1994: 110-11). Research on labor market has proceeded on these two principles. Smith's compensating principle is applied on wage differentials caused by vocational education. Smith argues that a person receiving education was in loss because of not working and such qualified people were to be paid more wages and only then they could fulfill their costs of education and receive gains. This view has constituted the basis of human capital analysis.

Successively the theory was improved by Becker (1964), Mincer (1957-1958), Schultz (1961), Denison (1971) and Harbison and Myers (1965). Human capital is criticized from different points of view in time. One of the criticisms is that the theory is difficult to be tested, quality of education is not considered and those who take investment decisions cannot calculate its possible rates of return. Another point criticized is the problem of skills. Finally, another criticism of the theory is

the dual job market in the context that education will not be sufficient in eliminating income inequality.

On the other hand, Winkler and Schlegel (2005) pointed out that education system around the world decentralize management to better serve and bring services closer to their beneficiaries: students, parents, and communities. They further assert that school grants are an important tool that can improve efficiency, quality, and equity of the decentralization process. Winkler and Schlegel (2005) indicate that school grants are transfers of financial resources and authority from governments or nongovernmental organizations directly to schools or small networks of schools.

School grants are usually formula-based related to poverty rates and student population. This determines the funding amount. They are usually managed by the school director, a school council, or parent-teacher association. These grants are also often supported in Africa by education development projects which are financed by bilateral and multilateral organizations, as such they can be either unconditional or conditional. Unconditional school grants are those that the receiving school may spend as it wishes, while conditional school grants are financial resources transferred to the school level for the purpose of purchasing specific school inputs such as textbooks, teacher training or to fund specific school improvement projects. South Africa and Malawi, for example, have experimented with different levels of prescription in the use of such grants to try and to understand what the impact is on student outcomes and spending patterns (MoEST, DfID and LCD, 2009; Winkler and Schlegel, 2005).

Section 17, Article II in the Declaration of Principles and State Policies of the Constitution of the Republic of the Philippines stipulates that the state shall give priority to education, science and technology, arts, culture and sports to foster patriotism and nationalism accelerate social progress and promote total human liberation and development. Likewise Article XIV Section 1 states that the state shall protect and

promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all and shall take into account regional and sectoral needs and conditions and shall encourage local planning in the development of educational policies and programs. It means that government shall do its best to protect the education of the Filipino youth from the basic education to tertiary through the presence of state colleges and universities.

The Sangguniang Bayan (SB), Sangguniang Panglungsod (SP) or the Sangguniang Panlalawigan (SP) plays a very vital role in the operation of a locally-funded school. The SB or SP, upon the request of the chief executive, passes an ordinance that would provide the fundamentals and grant powers to the mayor or a chief executive of a certain locality to enter into contract with any college or university and considered as the first party. This SB or SP resolution defines the extent of powers that a Municipal or City Mayor or Provincial Governor may use in so far as entering into Memorandum of Agreement (MOA) between LGU and a college or university concerned. In addition, the MOA serves as the legal basis in the basic creation or formation of any higher learning institution being operated within the framework of a local government unit which serves as the second party in the MOA.

The Memorandum of Agreement that maybe entered into between LGU and a certain University or College will state the clear policies, standards and guidelines as well as the functions on the establishment and operation of locally-funded colleges and universities as in the case of PUP. Accordingly, these policies, standards, guidelines and statement of functions between the two (2) units or parties shall govern the founding of a locally-funded higher institutions (LFHs) by local government units (LGUs). It will provide the minimum standards and guidelines for compliance by local government units as the second party proposing to establish and/or operate local higher education institutions. Compliance to these

guidelines shall promote quality and excellence, relevance and responsiveness, efficiency and effectiveness, and access and equity in LFHIs with due recognition of their unique institutional identities. The MOA as approved by the Board of Regents (BOR) or Board of Trustees (BOT) shall contain all the terms and conditions in the operation of a locally funded higher institutions established and operated by LGUs offering degree or non-degree programs. With an increased share of taxes from 11% to 40% given by the national government units plus their own income as highly urbanized cities or municipalities, a good number of LGUs decided to put up their own locally-funded schools. LGUs are aware that while it is easy even for poor families to send their children to elementary and high schools because costs are relatively lower, sending them to college poses a big problem. It is in this light that local government units are inspired to establish and maintain institutions of higher learning in their own localities.

However, according to CHED Chairperson Dr. Patricia B. Licuanan**,** the government is currently pursuing important reforms to make the higher education system more responsive to the country's development requirements. These reforms include rationalizing higher education through measures such as a moratorium on new colleges and universities, improving quality and standards by phasing out and closing substandard programs, complying with international standards, as well as developing research and development centers and world-class universities. In addition to regulating higher education, CHED is also responsible for developing policies to support quality improvement in the higher educational system.

Through a locally-funded tertiary institutions, high school graduates from poor families can earn a three- to six-month course certificate, two-year Associate degree, or a four-year Baccalaureate degree paying only minimal, if any, tuition fee as in the case of PUP which has successfully graduated deserving students from low-income or economically-challenged families.

The Polytechnic University of the Philippines being a state university, believes that education is an instrument for the development of the citizenry and for the enhancement of nation building. It believes that the meaningful growth and transformation of the country are best achieved in an atmosphere of brotherhood, peace, freedom, justice and a nationalist-oriented education imbued with the spirit of humanist internationalism. (Page iii, PUP Student Hand Book, 2014 Revised Edition).

PUP has the mandate to expand the program offerings of the University to include courses in polytechnic areas and has also given the University the authority to expand diametrically through the establishment of branches, consortia and linkages (Presidential Decree No. 1341).

In the same manner, the Local Government Code of 1991 also served as a theoretical basis and provides support in the operation and implementation of a locally-funded school in the barangay, municipal, city, and provincial governments through the evolvement of decentralization, devolution of powers, responsibilities and duties and local autonomy to the local governments by the national government.

Local autonomy as described by Brillantes (2002) is the ability for self-government. One criterion mentioned to determine whether the local government unit (LGU) has the capability of self-government is the authority to generate local revenues through taxation. These generated revenues can be used therefore of every LGU to establish schools not only for basic education but also for higher education which are categorically known as Locally-Funded Higher Institutions.

Figure 1

THEORETICAL FRAMEWORK OF THE STUDY

The appropriation ordinance or law that is required before public funds may be spent refers to the budget. Philippine Senator Osmena, Jr. (1994) in his *UMP-Asia Occasional Paper No. 6* says that Local Budget Law is about local budget approval and monitoring the compliance by local authorities of statutory and mandatory obligations in local budgeting. The personnel services expenditure of local governments is limited to a maximum ceiling of 55% of their total budget appropriations. Accordingly, a local budget to be legal requires the act of the local councils or Sangguniang Bayan following the budget cycle based on the calendar year, and must: (1) not exceed expected or estimated income; (2) include all mandatory and statutory obligations of the local governments; and (3) the salary schedule for adoption must be in accordance with law.

Tanuico (1998) commented that the absence of efficient fiscal administration in developing countries is a major obstacle to the optimum use of resources both internal and external; that are available to improve the standard of living in the third world countries. He added that an efficient fiscal

administration is essential because anything less dissipates available resources and development.

In conjunction with the above remarks, it is worth noting that the State has declared as its policy that all resources of the government shall be managed, expended or utilized in accordance with the laws and regulations, and shall be safeguarded against loss or wastage through illegal or improper disposition.

The responsibility to take care that such policy is faithfully adhered to, rests directly with the chief or the head of government agency concerned. In the case of the municipal or city government, fiscal responsibility rests directly with the Mayor. Likewise accountability and responsibility for the safekeeping of funds are city or municipal official's and employee's duty who permits or requires the possession or custody of such funds.

Fiscal administration, as one of the implementation phase of the code, is concerned, among others, with revenue generation, allocation, utilization, and accountability of local officials. Efficient fiscal administration could be realized by effecting revenue generation, allocation, and utilization of local or barangay resources in accordance with the provisions of RA 7160 and existing accounting and auditing rules and regulation by a concerned official and by observing a high degree of accountability to protect and to safeguard the funds of the barangay or municipality.

Another source of income that can be used to finance the establishment of community or local college is the tax or revenue system of a certain municipality or city. Kurt (1990) stated that for a tax system to be directed towards development, it must be able to support and to promote the nation towards economic and social objectives for further development. He further stated that for a tax system to attain development elements it must be able to support and to promote the nation's thrust towards economic and social objectives for development.

Relative to these concepts, in less developed or developing countries like the Philippines, taxation has contributed immensely towards realizing the requirements of development similar to the generation of capital and savings necessary for the growth of the economy and the society as a whole.

CONCEPTUAL FRAMEWORK

It is a belief that the creation or franchise of a local college or university within the local government unit concerned provides access and equitable distribution of opportunities for Filipinos to acquire higher education. However, there is a need to rationalize the establishment of higher education institutions in a certain locality to address quality and excellence in the areas of school administration, facilities, library and laboratories, curriculum and instruction, research and community service, and faculty and non-teaching personnel development programs. Likewise this study was based on the fact that the Local Government Code of 1991 and its implementing Rules and Regulations (IRR) have provided its policy guidelines on revenue generation, revenue allocation, revenue utilization and revenue accountability, respectively.

In general, this study adopted the concept of systems approach which comprised the three basic elements. These are the input, process and output which are illuminated in Figure 2.

As shown in Figure 2, the inputs constitute the demographic profile of the respondents and the Local Government Code and its IRR on revenue generation, revenue allocation, revenue utilization, and revenue accountability; the PUP Code and Hand Book, 1987 Constitution, the factors that contribute to the efficiency or inefficiency of local government unit; and the problems they encountered in the operation of a locally-funded college or university.

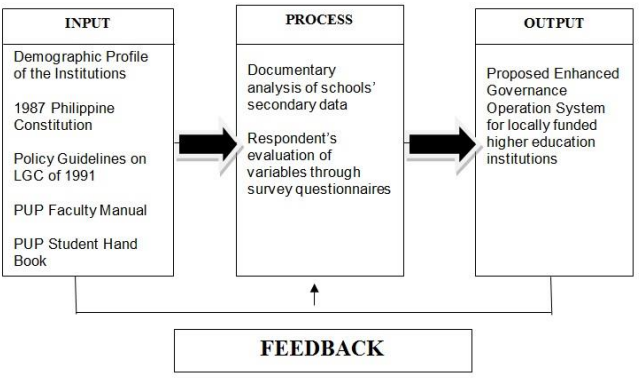

Figure 2

The process variables show the researcher's attempt to analyze schools' documents to determine the compliance with the above-mentioned policy guidelines and the respondents' evaluation of said variables via survey questionnaires; the factors that contributed to the efficiency or inefficiency of revenue generation and administration. The output which dealt with the determination of the extent of policy compliance by municipalities and provinces in Luzon Island with PUP Campuses and the determination of the extent of efficiency of governance system and the fiscal administration resulted in the enhancement of the governance operation system recommended by the researcher to address the findings of his study.

The policies, compliance therewith, and other above-mentioned variables were studied, and the different municipalities, cities and provinces with Locally Funded Higher Institutions in the Island of Luzon were evaluated to reflect to the objective for a more efficient delivery of public service among Higher Tertiary Institutions being funded by Local Government Units.

A feedback loop was provided which in effect may change the input and process to ensure the achievement of a more effective and efficient governance system in the operation of a Locally Funded Schools in Luzon.

STATEMENT OF THE PROBLEM

This study purported to assess the governance operation system including its funding is being done and carried out by each of the local chief executive of Local Government Units in terms of school administration, facilities, library and laboratories, curriculum and instruction, research and community service, maintenance and other operations of the locally funded PUP campus as well as the teaching and non-teaching personnel development programs.

It also aimed to characterize and to assess the present status and set up of all locally funded PUP Campuses which can serve as a model for all other LGU-funded schools in the Philippines in carrying out the mission, vision and philosophy of the college or University in each Campus towards complementing and achieving the goals of the concerned LGU in as far as franchising or funding a higher educational institution is concern.

As a whole, this paper aimed to recognize the operations of locally-funded tertiary education institutions in a particular municipality. It also intends to look at the difficulties encountered by the locally funded institutions.

Specifically, it sought answers to the following questions:

1. What is the profile of the stakeholder-respondents in terms of:
   1.1 Position
   1.2 Region
   1.3 School population
   1.4 Source of funding
   1.5 Number of programs offered
   1.6 Municipality classification?

2. What is the assessment of the stakeholder's respondents of the governance operations system of the LGUs Locally-Funded PUP campuses in terms of:
   - 2.1 Administration Services
   - 2.2 Academic Services
   - 2.3 Facilities
     - 2.3.1 Classroom Facilities
     - 2.3.2 Laboratory Facilities
     - 2.3.3 Sports Facilities
     - 2.3.4 Medical Facilities
     - 2.3.5 Libraries
     - 2.3.6 Auditorium
   - 2.4 Campus Location
   - 2.5 Student Services
   - 2.6 Research Capabilities
   - 2.7 Quality of Graduates
   - 2.8 Extension and Production Program?

3. Is there a significant difference on the assessment of the governance operation system of PUP campuses when the stakeholders' respondents are grouped according to:
   - 3.1. Stakeholders' Classification
   - 3.2. Region
   - 3.3. Sources of funding
   - 3.4. Number of programs offered
   - 3.5. Municipality classification?

4. What are the problems encountered by Locally-Funded PUP Campuses?

5. What Enhanced Governance Operation System can be proposed based on the findings of the study?

HYPOTHESIS

From the problem posed on question no. 3, this hypothesis was formulated:

Ho: There is no significant difference on the assessment of the stakeholders' respondents of the campus governance operation of locally-funded PUP Campuses when the stakeholders' respondents are grouped according to their profile.

SCOPE AND LIMITATIONS OF THE STUDY

This research focused on the effectiveness and efficiency of all Local Government Units in Luzon that franchised the establishment of PUP Campus in their respective provinces, cities, and municipalities in the management and operating the said locally funded campus that would offer programs which are prescribed in the Memorandum of Agreement (MOA) signed between PUP and the Local Government Unit.

The coverage of the research included all municipalities, cities and provinces in the Island of Luzon which have been able to put up its own locally-funded PUP Campus and still existing today. It covered thirteen (13) locally-funded PUP Campuses from the north such as in Cabiao, Nueva Ecija, Pulilan and Sta. Maria in the Province of Bulacan, San Juan City and Parañaque City in the National Capital Region (NCR). While in the South, there were eight (8) identified campuses: Biñan, Calauan, San Pedro, and Sta. Rosa in the Laguna Province, Alfonso in Cavite Province, Bansud and Sablayan from Occidental and Oriental Mindoro and the General Luna Campus in the 3rd District of Quezon Province. There were two hundred fourteen (214) stratified randomly selected respondents. They were composed of LGU Officials, Campus Directors or the School Administrators, and Faculty and staff from each of the PUP Campuses which are strategically located all over Luzon.

SIGNIFICANCE OF THE STUDY

This study shall benefit people who are interested in the study of how local government and state universities or colleges adopt the system of combining their resources in order to deliver quality higher education right at the doorsteps of their fellow countrymen in the countryside and how people appreciate this kind of set up or system in their desire for career advancement especially those living in the remote areas. The result of the study would provide useful and meaningful information to all stakeholders interested such as local government chief executives, school administrators, societies and the youths in general. This study would also educate the public on the importance of education in the tertiary level in maintaining understanding as well as promoting good life in the community. The study would serve as an instrument in making people realize how important governance operation system, proper funding and linkage-education among the lives of every individual citizen and its effectiveness in realization of one's ambition in order to achieve their desired goals in life on equal access to education and job opportunities for all community stakeholders.

From this research, the multi-stakeholders will absorb the intrinsic findings of this study. Such multi-stakeholders are the Mayors, the Members of the Sangguniang Bayan, Sangguniang Panglungsod, Sangguniang Panlalawigan, educators and members of the community, the legislative department in its subsidiaries, different government agencies, the business and industry and the community residents such as parents and students, different civic and political organizations, civil societies and other forms of peoples' organizations, other NGOs as well as the parents and teachers association, the researcher himself and the future researchers who might be inspired in using this research as one of their references.

This study came up with recommendations to ensure objective measures for better Academic-Public Administrator

(APA) and Community linkages and recommendations on a governance operation system which can be adopted as part of strategies for the effective monitoring and implementation and proposals that can be used by the officials and members of Local Government Units on how to improve the dispensation system and governance operation of tertiary education system.

Indeed, the academic officials and members of local government units may come up with a sustainable framework of good governance through a scientific manner and implementation of local government system as a result of the findings of this study.

Moreover, result on the evaluation of this study among PUP Campuses in Luzon would serve as a useful reference of the LGU officials in improving the present system of their college or university operation which may further result to a better and improved delivery of basic public service among its constituents. It may also promote an improved governance system, revenue generation, allocation, utilization and accountability through compliance with the mandatory requirements of the Local Government Code and applicable Laws and pertinent ordinances or issuances of LGU. Consequently, this would increase their finances for it will attract many students to enroll in their respective locally franchised universities or colleges in town as in the case of PUP, TUP and LSPU in Quezon Province.

The study would serve as an inspiration to all LGU Officials in the province, cities or municipalities to exercise their political will realizing their enormous roles and fiscal powers and autonomy granted to them by the LGC of 1991 to become a self-reliant communities and ultimately as partners of the State in Nation building.

Finally, this study would serve as a useful reference to other researchers for their studies in similar field of endeavor.

DEFINITION OF TERMS

The following terms are defined conceptually and operationally for clarity and understanding of the study.

Branches. As used in this study, they refer to academic units of PUP system run by a branch director and strategically spread out in the Island of Luzon and are funded by the national government through the general appropriations act (GAA).

Budget Process. It refers to the budget cycle consisting of five phases as follows: 1) budget preparation, 2) budget legislation or authorization, 3) budget review, 4) budget execution, and 5) budget accountability.

Campus. This term, as used in this study, refers to the locally-funded PUP campus being run by a campus director strategically spread out in the Island of Luzon and is funded by the local government unit and is physically at a distance from the original university or college area.

Campus Director/Administrator. It refers to the person authorized to manage the administrative operations of the campus. He/she is also tasked to coordinate the plans, programs, projects and activities of the campus in accordance with the overall vision, mission, goals and objectives of the SUCs.

Colleges. These refer to educational institutions providing higher education and tertiary education, granting certificates, and diplomas, associate degrees and bachelor's degrees are granted by universities, but, in some courses of study, there may be an agreement between colleges and universities to collaborate on the education requirements toward a degree.

Congressional Fund. Operationally, this refers to the budget enacted by congress specially allotted in the operation of a locally-funded college or university. This fund is sponsored by a legislative representative fondly called congressman or congresswoman.

Extension. As used in this study, it refers to a campus which is an annex of a regular branch as in the case of PUP General Luna Campus which is an annex campus of PUP Mulanay Branch and PUP Alfonso which is an annex of PUP Maragondon, in Cavite Province.

Fees. Refer to the imposition or charge fixed by law or ordinance for the regulation of a business or an activity.
Fiscal Administration. Refers to revenue generation, revenue allocation, revenue utilization and revenue accountabilities.

Governance. As used in this study, refers to the system of operation which have been adopted by a concern locally-funded campus of PUP in running the school affairs academically and administratively.

Government Operation System. It refers to the scheme adopted by a particular local government unit and is applied in running the political, economic, and administrative affairs of the concerned LGU.

Governance Operation System. Operationally, refers to the administration of the Locally-Funded Institution as per guidance and requirements of the Higher Authorities. It is a scheme being adopted by local administration or management in order to carry out its vision and mission while complementing the goals and objectives set by the local government unit. It is an effective tool which help to measure the efficiency of management and the support being derived from other units or stakeholders. It likewise measures the

coordination between and among the members of the academic community.

Income. It refers to all revenues and receipts collected or received by the barangays from sources expressly authorized by law or ordinance and its collection shall at all times be properly receipted forming the gross accretion of funds of the barangay.

Locally-Funded Campus. Refers to Locally-Funded Higher Education Institutions such as Polytechnic University of the Philippines by virtue of the memorandum of agreement entered into between PUP and LGU.

Memorandum of Agreement (MOA). It refers to the legal document which contains the terms of reference (TOR) as basis for decision between PUP and LGU.

Municipal Budget. Theoretically, it is the projected financial operating plan. In general, a budget accounts for expected revenues and allocates resources to particular expenditures. In large cities, a municipal budget can be a complex set of documents outlining the means by which resources from many sources will be allocated to a variety of departments and services. The municipal budget of a small town can be a short, concise one-page outline.

Municipal Fund. Operationally, it is the fund especially enacted by Sangguniang Bayan or Sangguniang Panlungsod to finance the entire operation of a locally franchised college or university from capital outlay, personal services, to maintenance and other operating expenses.

Revenue Sources. These include detailed account of expected income and the sources from which the income will be derived. Common sources of municipal revenue include taxes - property, occupation (income), motor vehicle usage and hospitality (hotel,

restaurant and liquor). In areas where utilities such as water, sewer, electric and gas are owned or operated by the municipality, residents may pay a utility tax. Fees collected from business licenses and building permits are part of many municipal budgets. In some areas, incorporated towns and cities receive a portion of state-shared revenue.

Other Source of Funds. The term refers to the funds coming from sources other than sources which are explicitly enumerated in the Local Government Code.

Personal Services. It refers to appropriation for the payment of salaries, honoraria, allowances or other emoluments due to campus officials, faculty and administrative staff assigned in the locally-funded campus.

Program. It refers to a plan or sequence of things to be done. It has a broader scope for it includes the overall plan of operations to be executed to attain a goal/objective.

Programs offered. Refers to the degree program/s offered in the locally-funded PUP Campus.

Provincial Fund. As used in this study, refers to a certain amount of money enacted by the Sangguniang Panlalawigan purposely for the operation of a locally-funded college or university as in the case of PUP Alfonso Campus which is being funded by the provincial government of Cavite.

Stakeholders. As used in this study, are the members of the academic community such as campus administrators, faculty, administrative staff, students, local government officials, parents, students, company managers, NGOs, GOs, and POs and all other members of civil societies and entities directly or indirectly involved in the operation of the LGU-funded PUP Campus.

REVIEW OF RELATED LITERATURE AND STUDIES

Foreign Literature

Kagoshima of Japan (1995) mentioned in his paper that subsidies are granted for specific projects undertaken by local governments. The central government controls the administration of public affairs and finance in local government to an unnecessary extent and is spoiling the autonomy of local governments by setting up too many subsidies (construction of roads, establishment of kindergarten, etc., a number of about 400 types of subsidies) and by providing too many terms for granting the subsidies should be changed to general funds which may be freely used by local governments.

Hyman (1990) explained that inter-governmental aid has become one of the most important sources of revenue for many states and local governments. There are three major types of grants: categorical grants, block grants or broad-based grants, and general purpose grants commonly called revenue sharing.

Duke and Canady (1991) identified three reasons to study policy. First, many of the education policies likely to have a direct effect on the lives of students, parents, and teachers in the local school policies. A state legislature may pass legislation concerning the allocation of resources for education, but the legislation does not become meaningful for clients, patrons, and employees until local policy decisions determine how the available resources will be utilized. Second, schools serving similar groups of students can differ greatly in areas such as student achievement, attendance, dropped rate, teacher morale, and school climate. The third reason to study school policies is the fact that the number of locally developed policies is likely to increase in the future. Interest in shared decision making, teacher empowerment, school-site management, and the restructuring of schools suggests that the locus of educational policymaking may be shifting. Duke and Canady pointed out that ample justification exists for the systematic study of local

school policy. Such study promises to shed light on school effectiveness, the process of school improvement, and local control of education.

In addition, Duke and Canady stated that as interest in at-risk students grows, questions need to be raised regarding the extent to which local school policies enhance or impede these youngsters' chances for success. So frequent and so complicated have problems related to student attendance become that many school systems consider them to be separate from other discipline problems. This fact may be explained, in part, by the relationship between school attendance and state aid to education, and the link between attendance and a student's constitutional right to an education. Attendance rules include those pertaining to unexcused absence from school and class, tardiness, and leaving school without permission. Since, by law, students must attend school up to the state-mandated school-leaving age, attendance-related issues for local policymakers do not concern rules so much as the consequences for absenteeism and attendance practices (Duke and Canady, 1991). In most recent years, school policymakers concerned about the relationship between the time spent in school and student learning have begun to condone denying course credit and awarding failing grades for chronic absenteeism. The number of absences resulting in denial of credit or a failing grade usually ranges from 10 to 24 in a semester (Sedlak et al, 1986).

To increase accountability for funds, a variety of school financing programs has some safeguard procedures in place. For example, Indonesia's School Improvement Grants Program requires that two members of the school committee, the head teacher and the community representative, sign to open the school's bank account and to approve each withdrawal and use of funds (Winkler and Schlegel, 2005). In Ethiopia's Community-Government Partnership Program, at each phase the school sponsors an open-house forum to inform the larger community about school improvement efforts and after

completion of the project the school holds another open-house to share its accomplishments (Winkler and Schlegel, 2005).

These examples indicate that each country's specific education goals as well as contextual and cultural norms need to be taken into account when designing fund accountability systems, which implies that there is no blueprint for the perfect school grant program. Embedding school grants in the existing education management structure and ensuring that there is a financial infrastructure to process and to account for financial flows greatly increases the likelihood of program sustainability. But, does expenditure on school resources have positive effects on student outcomes? According to Taylor (1997), some studies, on one hand, estimate large and positive effects of school inputs on student outcomes, while on the other hand others find little or no effect at all. And still others conclude that additional school resources and student outcomes have an inverse relationship to positive student outcomes.

One of the most publicized conclusions from this vast literature is Hanushek's (1986, 1989 in Taylor, 1997) assertion that there is 'no strong or systematic relationship between school expenditures and student performance.' In fact, Taylor emphasizes that higher improvements in student achievement should be expected in low cost districts or under-resourced districts, which, for the same nominal increase in expenditure level, can purchase proportionately more or higher quality real resources than high cost districts.

However, this analysis according to Taylor (1997) does not appear to take into account inbuilt inter-school socio-economic differentiations. This is the problem that plagues most post-colonial African countries: the schools which were established to serve the colonial elite are innately better resourced than those serving the rural or urban poor. In addition they serve middle class children who tend to do better in school than children from working class backgrounds. It appears that there is little political will to level the playing field as the very elite, which benefits by the status quo, is the one

that is drawing up the policy frameworks and agreeing spending patterns.

Such a scenario has been seen in South Africa where the national government has had to take direct financial responsibility and control of the Eastern Cape provincial education department. This situation is complicated where funds are provided to local government without direct earmarking for specific functions. In this situation schools are fighting for funds from a common pot which is meant for a range of services including health and social welfare. If they fail to make a strong enough case or if the local powers are not predisposed to see education as a key priority, schools can find themselves starved of funds. In addition this situation makes school and district level planning difficult as it means that funding is not secured and known year on year (Reschovsky and Imazeki, 1998).

Local Literature

According to Dannug and Campanilla (2003) the United Nations Development Programme (UNDP) has defined governance as the exercise of political, economic, and administrative authority in the management of a country's affairs at all levels. In the public sector, the governance perspective extends beyond traditional players and looks at the development of a broad range of non-state actors including business, media, civil society, and faith-based groups.

The ability of government to generate trust that allows people to work together towards national development is seen as a critical factor in good governance. In this sense, as Morgan and Qualman (1996) assert, "the effectiveness of organizational performance comes as much from the political culture of the country as it does from the efficiency of its organization".

Beyond the confines of the organization itself, the political and social environments need to be studied closely. The clarity of the government's articulated directions, the quality and speed of policy formulation to create the "enabling

environment", which according to Leveriza (2006) policy-making is the prerogative of the political or elected actors in the government; the allocation and actual use of resources to pursue the desired transformation, and the political commitment for sustainability are factors that will highly impact in obtaining the targeted results from training and education.

Philippine education is strongly viewed as a pillar of national development and a primary avenue for social and economic mobility. It has undergone several stages of development from the pre-Spanish time to the present. It is handled by three government organizations, namely, the Department of Education, Culture, and Sports (DECS), the Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA). The CHED is tasked to take charge on the country's higher education.

According to Clark (n.d.), most tertiary institutions, generically called "higher education institutions" by the Commission on Higher Education of the Philippines (CHED) are licensed, controlled, and supervised by CHED. Higher education institutions in the Philippines are either colleges or universities, and are generally classified as public or private. Colleges are tertiary institutions that typically offer one or a few specialized courses. In order to reach out to students and in line with the Education for All goal of the government, some higher education institutions established satellite and extension schools in coordination with the local government.

It is a common belief that throwing more money at public schools will do little or nothing to improve them. Another common belief is that high property taxes depress real estate values, and the only beneficiaries of school taxes are families with children attending the public schools. These attitudes motivate voter resistance to local tax increases, which helps explain why many states are assuming larger shares of the funding burden for public schools over time.

According to Magtolis-Briones (1996), "taxation acquired a more developed countries". Taxation, however, is not the only strategy for development. Among the strategies are the generation of capital for economic growth, the efficient allocation and proper utilization of resources for a balanced socio-economic development, including observance of accountability by concerned local officials.

It is therefore important to note that in running a local college or school a sound financial administration of the municipal or city is a basic requirement to achieve the goal. Leveriza (2006) said that "practically, every government decision has financial implications which influence all sectors of the economy, both public and private." Moreover, greater demands for government services due to increased population have deepened the interest of financial administration. According to Nigro and Nigro (1973) a "financial administration is therefore of special importance, because while there seems to be no limit to what we may ask of the government, there is always a limit to the funds available, and the financial pinch is greater than ever before."

Notwithstanding the devolution of many basic services to LGUs, basic education is still largely the responsibility of the central government and is delivered through the Department of Education (DepEd). However, LGUs do provide supplementary funding support to public basic education because they have access to a sustainable source of financial resources that are earmarked for the basic education subsector, the Special Education Fund (SEF).

According to Manasan, Celestino, and Cuenca (2012) in their study on Mobilizing LGU Support for Basic Education: Focus on the Special Education Fund the monies in the SEF come from an additional 1% tax on real property that LGUs are mandated by the Local Government Code (Republic Act 7160 of 1991) to impose and collect. On the average, total SEF income of all LGUs combined is equal to 0.23% of GDP in 2001-2008 while total SEF spending of all LGUs in the aggregate is equal

to 0.19% of GDP during the same period. While SEF spending does not seem large when compared to either total general government education spending on basic education (7.4%) or total DepEd spending (8.1%), it is substantial when reckoned relative to DepEd spending on non-personal services (69%) or DepEd maintenance and other operating expense or MOOE (110%).

Moreover, according to the Study on the Decentralization of Basic Education Management (2001), an Advisory Technical Assistance funded by the Asian Development Bank (ADB), revealed that most LGUs are unable to contribute significantly in financing basic education. The efficiency of LGUs in collecting the real property tax and the income class of LGUs which affects the size of SEF. In particular, fifth and sixth income class municipalities, mostly those that are mainly rural or classified as deprived, depressed, and underserved, are at a major disadvantage because of the low level of real property tax values in these areas means that SEF is likewise small, and thus hardly able to augment the operations and maintenance needs of schools in their jurisdiction.

Foreign Studies

A public university is a university that is predominantly funded by public means through a national or subnational government, as opposed to private universities. Whether a national university is considered public varies from one country (or region) to another, largely depending on the specific education landscape. In some parts of the world (such as China), public universities usually enjoy higher reputation domestically and they are often among the most influential research institutions in the world. Many of the prominent public universities are ranked among the best in the world by THES - QS World University Rankings and the Academic Ranking of World Universities.

Academic Ranking of World Universities (ARWU), also known as the Shanghai Ranking, is annual university rankings published by Shanghai Ranking Consultancy. The ranking was first compiled by Shanghai Jiaotong University in 2003, the first of its kind, backed by the Chinese government to provide a global benchmark for Chinese universities to make progression and to catch up on hard scientific research. The publication now comprises world's overall and subject league tables, together with regional *Greater China Ranking* and *Macedonian HEIs Ranking*. Its claimed consistent and objective methodology is praised when compared with other rankings. However, it has also been criticized for its heavier focus on the natural sciences over the social sciences or humanities, and on research over the quality of instruction. According to The Christian Science Monitor, Academic Ranking of World Universities is one of the three most influential and widely observed international university rankings, along with the QS World University Rankings and Times Higher Education World University Rankings.

QS World University Rankings are annual university rankings published by British Quacquarelli Symonds (QS). The publisher originally released its rankings in publication with *Times Higher Education* (THE) from 2004 to 2009 as the *THE-QS World University Rankings*, but such collaboration was terminated in 2010, with the resumption of publishing by QS using the pre-existing methodology and new cooperation between THE and Thomson Reuters releasing *Times Higher Education World University Rankings*. Today, the QS rankings comprise both world and regional league tables which are independent of and different from each other owing to differences in the criteria and weightings used to generate them. The publication is one of the three most influential and widely observed international university rankings, alongside the *Times Higher Education World University Rankings* and the *Academic Ranking of World Universities*.

In Japan, public universities refer to schools that are not national universities but are run by local governments, either prefectural or municipal. According to the Ministry of Education, public universities have "provided an opportunity for higher education in a region and served the central role of intellectual and cultural base for the local community in the region", and are "expected to contribute to social, economic and cultural development in the region". This is contrasted to research-oriented aspects of national universities.

As of April 2006, there were 76 public universities, compared to 87 national and 571 private universities, and 127,872 students attended the schools. The number of the public universities has increased sharply in recent years; in 1980 there were only 34 public universities, and in 1993 there were 46. Since July 2003 when the Local Independent Administrative Institutions Law was put into effect, public universities have been allowed to be incorporated. The average tuition in public universities for 2007 fiscal year was 536,238 yen, the average entrance fee was 399,351 yen and the average application fee was 17,095 yen.

Currently, Thailand has 24 public universities. In the late 19th century, there was a high demand for professional talents in the central government of Thailand. Siam was an aftermath of King Rama V's bureaucratic reforms, which aimed to transform the feudal Thai society into a modernized state. In 1899, the King founded the School for Training of Civil Officials near the northern gate of the Royal Palace. Those who graduated from the School would become royal *pages*. Being royal pages, he must learn how to administrate organization by working closely with the King, which is a traditional way of entrance to the Siamese bureaucracy. After being royal pages, he would then serve in the Mahattai Ministry or other government ministries.

However, in the United States, most public universities are state universities founded and operated by state government entities; the oldest being Rutgers University, the

University of North Carolina at Chapel Hill, and The University of Georgia, although the overall oldest school now designated as public is The College of William & Mary (founded in 1693 and first considered private). The University of South Carolina (1801) is the longest continuously supported public university. Every U.S. state has at least one public university to its name and the largest states have more than thirty. This is partly as a result of the 1862 Morrill Land-Grant Acts, which gave each eligible state 30,000 acres (120 km²) of federal land to sell to finance public institutions offering courses of study in practical fields in addition to the liberal arts. With the help of the Civil Rights Act of 1964, the Higher Education Act of 1965 and the Education Amendments of 1972, public universities became even more accessible for women, minorities and lower income applicants. Several examples of state-funded universities considered to be top-tier on a worldwide basis can be found in the University of California system. Their top institutions include Davis, San Diego, Santa Barbara, Los Angeles (UCLA), and Berkeley. Many U.S. public universities began as teacher training institutions and eventually were expanded into comprehensive universities. Examples include UCLA, formerly the southern branch of California State Normal School; Arizona State University, originally the Tempe Normal School; the University of Wisconsin–Milwaukee, formerly Milwaukee Normal School; and Missouri State University, formerly Southwest Missouri State Teachers College.

States generally charge higher tuition to out-of-state students. The higher fees are based on the theory that students from the state, or much more often their parents, have contributed to subsidizing the university by paying state taxes, while out-of-state students and their parents have not.

It has never been determined whether the U.S. Constitution would allow the federal government to establish a federal university system; the only federally chartered public universities that currently exist are the United States Service

academies and military-associated educational institutions administered by the United States Department of Defense. In addition, Georgetown University was the first federally chartered private university in Washington, D.C. (1815), and was later followed by other colleges and universities in the District of Columbia, including Gallaudet University (1864), Howard University (1867), and American University (1893).

Historically, many of the prestigious universities in the United States have been private. Some public universities are also highly prestigious and increasingly selective though; Richard Moll designated such prestigious public universities Public Ivies. At schools like the University of Michigan, UCLA, the University of California, Berkeley, the University of Texas at Austin, the University of Virginia, the University of Wisconsin-Madison, the College of William and Mary, and the University of North Carolina at Chapel Hill, a vast majority of the departments are consistently highly ranked.

Public universities generally rely on subsidies from their respective state government. "The historical data for private and public institutions reveal that public institutions have always been more dependent on external support than have private institutions." Recently, state support of public universities has been declining, forcing many public universities to seek private support. The real level of state funding for public higher education has doubled from $30 billion in 1974 to nearly $60 billion in 2000. Meanwhile, the percent of state appropriations for the cost of schooling per student at public university has fallen from 78% in 1974 to 43% in 2000. The increasing use of teaching assistants in public universities is a testament to waning state support. To compensate, some professional graduate programs in law, business, and medicine rely almost solely on private funding. There are a number of public liberal arts colleges, including the members of the Council of Public Liberal Arts Colleges.

Local Studies

Locally-funded or subsidized Higher Education Institutions (HEIs) are educational institutions that are being run by local government units in the Philippines. The administration of these universities and colleges is supported or mandated by the enactment and implementation of Republic Act 7160, also known as the "Local Government Code of 1991," and Republic Act 7796, or the "Technical Education and Skills Development Act of 1994".

Twenty five (25) years after the imposition of the Code in 1992, some LGUs have demonstrated that decentralization works in some locally-funded HEIS. However, in the study "Strengthening Local Government Administration and Accelerating Local Development" of Padilla (as cited in Taruc, 2005), concluded that the persistent problem among LGUs was the scarcity of financial resources hence they become handicapped in implementing the essential programs for development. He further recommended strengthening LGUs by increasing their financial capacity which would require them to generate more funds by creating additional sources of revenue that can be used in the different programs of LGUs such as promoting tertiary education in their own locality. This was supported by the work of Cuaresma and Ilago (1998), in their article "Scope and Pattern of Local Fiscal Administration", which pointed out that the extent to which LGUs can become self-sufficient, depends on their fiscal capacity determined by the size of their tax base, the rates that they may impose, and their collection efficiency.

The Local Government Funding Agency (LGFA) is a financial institution that serves as a vehicle for local and regional authorities such as municipalities, country councils and regions to access capital markets for the purpose of jointly procuring credit for public investment projects. The local and/or regional authorities of a country own the LGFA, sometimes with a minor ownership by the state. It works as a co-operative agency where the participating authorities come together in

order to ensure low interests rates on loans, based on the credit-worthiness of the participating members. This co-operation can help local authorities to achieve higher credit rating than if they act independently. The agency normally does not seek to make profits and any surplus is usually reinvested in the activities. LGFAs exist and operate within the borders of the countries where they are found.

Synthesis of the Reviewed Literature and Studies

Kagoshima of Japan (1995), Hyman (1990), Duke and Canady (1991), Hanushek's (1986, 1989) in Taylor (1997) have strong bearing with this study because they dealt on important point of views of how local government acts in providing budget and specifying what particular policy is appropriate in the administration of a locally-funded campus. Taylor was also right that in the management or administration of people scientific management must be applied and that the leaders must be outcome-driven and output-based individuals emphasizing the higher improvements in student achievement through a policy framework best suited asserting systematic relationship between school expenditures and student performance.

These related literatures and studies also provided concrete information that generating revenues to finance a locally-funded school is really a serious one. According to Manasan, Celestino and Cuenca (2012) LGUs are mandated to provide support to basic education on its basic operation in the municipality or city. This is supported by provisions of RA 7160 or the Local Government Code of 1991 which states that "Subject to the availability of funds and to existing laws, rules and regulations, establish and provide for the operation of vocational and technical schools and similar post-Secondary institutions and, with the approval of the Department of Education, Culture and Sports and subject to existing law on tuition fees, fix and collect reasonable tuition fees and other school charges in educational institutions supported by the city

government. The funding of a locally-funded campus was really the task of a local chief executive.

The foreign literatures and studies were based on the assumption that locally-funded institutions were based on Memorandum of Agreement (MOA) and on the legislature on how funding is allocated to the SUCs and publicly-funded colleges and universities. While in the local setting, literature discussed more of the CHED issuances and memoranda, TESDA, and DepEd provisions on the local funding and public universities and colleges. As cited by Taruc (2005), LGUs must be strengthened by increasing their financial capacity which would require them to generate more funds by creating additional sources of revenue that can be used in their different programs such as promoting tertiary education in their own locality. This showed that local funding is instituted to the government agencies that brought to the Polytechnic University of the Philippines in the different places in Luzon.

Moreover, many of these studies were presented to complement and concretize the discussion which pertains to the importance of education among youths and the use and disbursement of funds in the Local Colleges and Universities. Furthermore, the reviewed literature and studies gave the researcher more background for better comprehension of the subject matter which helped in the conceptualization of the present study which may eventually inspire other interested researchers to read or even use as reference in their respective studies.

RESEARCH METHODOLOGY

Research Method Used

The researcher utilized a combined quantitative and qualitative research methods to attain the purposes of the study. The descriptive method was employed to gather quantitative information through the use of survey questionnaire floated for the fulfillment of 214 respondents from the municipal officials

holding critical positions in the concerned local government units in Luzon where PUP Campus is present, selected faculty and enrolled students, some benefactors or donors of the locally funded college or university. Documentary analysis was employed to reinforce and substantiate the data that were considered weak as collected from the questionnaire. In addition, interview technique of experts and authorities in the field of education was also used to further clarify some gray areas that were encountered in the process, and used guide checklist to facilitate the interview. The researcher also conducted a focused group discussion with all the campus directors of locally funded PUP campuses and used the secondary data to validate and complement with other data gathered.

Population, Sample Size and Sampling Technique

The stratified proportionate sampling technique was used to identify the samples of the study. The Island of Luzon has seven (7) Provinces where locally funded PUP Campuses operate. The sample size was initially calculated using the following Sloven's formula:

$$n = \frac{N}{1 + N(e^2)}$$

where: n = the sample size
N = total population
e = margin of error (α = .05)

$$n = \frac{214}{1 + 214(.05^2)}$$

$$n = 214$$

Based on the formula, at a 0.05 margin of error or level of significance, the sample size is equal to 214. To obtain the sample size per stratum, the population of a stratum was

divided by the total population and multiplying the quotient with the obtained sample size. The formula is illustrated below:

$$n¡ = \frac{N_i}{N}\ x\ n$$

where: n¡ =the sample size of a given stratum
N¡ =population of a given stratum
N=total population
n=calculated total sample size

The researcher used stratified random sampling technique in selecting sample respondents from the Local Government Units where locally funded PUP Campuses exist in the Island of Luzon.

Table 1: Distribution of Population and Sample of Respondents in Luzon Stratified by Campuses

PUP CAMPUS	N	Proportion
Alfonso, Cavite	29	13.55%
Bansud, Oriental Mindoro	14	6.54%
Biñan, Laguna	10	4.67%
Cabiao, Nueva Ecija	11	5.14%
Calauan, Laguna	14	6.54%
General Luna, Quezon	16	7.48%
Parañaque City	17	7.94%
Pulilan, Bulacan	23	10.75%
Sablayan, Occidental, Mindoro	13	6.07%
San Juan City	16	7.48%
San Pedro, Laguna	25	11.68%
Sta Maria, Bulacan	11	5.14%
Sta Rosa, Laguna	15	7.01%
TOTAL	**214**	**100.00%**

Description of the Respondents

The respondents of the study were the Local Government Unit Officials where locally-funded Tertiary Institutions are present. The Campus Directors, Faculty and staff and stratified randomly selected students. They were the ones who gave light to the study. They helped in assessing the governance

operation system of the locally-funded PUP Tertiary Institutions in the entire Luzon.

In addition, other stakeholders who participated in the survey were the local government agencies, community, school administrators, teachers, parents, and students. They helped in determining the demographic profile of the LGU Campuses in terms of: 1) Position as Stakeholder, 2) Region, 3) School Population, 4) Source of Funding, 5) Number of Programs offered, and 6) Municipality classification.

Research Instrument

The study used a researcher-made questionnaire as the main guide of the study and primary data gathering tool to obtain primary information for the study. This is subdivided into four (4) parts, namely: Part 1 pertained to the Profile of the LGU campuses of PUP in terms of assessment of the stakeholders' respondents on the governance operation of LGU-funded PUP campuses in Luzon; Part 2 consisted of the rating of the campus governance operation of LGU-funded PUP campuses by the respondents while Part 3 discussed the problems encountered by LGU-Funded PUP Campuses.

Data Gathering Procedure

The researcher first sought the approval of the research adviser to conduct the research. The researcher then drafted the questionnaire for trial runs and error checking. The questionnaire was validated by three (3) experts in the field and pilot tested by 10 respondents who were not participating in the study. Then the researcher submitted a letter to the Vice President for Branches and Campuses for his approval and endorsement of the questionnaires to the directors of locally-funded PUP Campuses in the entire Luzon where the study was conducted. Retrieval and collection of data was done afterwards. Results were analyzed using Microsoft Excel or SPSS v.16.0 for the study.

Statistical Treatment of Data

This study used statistical measures to process, interpret and analyze the data gathered. Data processing involved two stages: the manual processing and the machine processing. The manual processing involved the tabulations and the pre-computations, whereas, the machine processing involved all the operations done with the use of computer and or its accessories, that is, from data encoding to tabular presentation and final computation of statistics data. Computer using Microsoft Excel was used in processing data gathered and SPSS to facilitate statistical analyses for a faster and less tedious procedure.

The following statistical tools were utilized to analyze the data gathered in this study.

1. Frequency and Percentage Distributions.

To determine the demographic profile of the respondents, the frequency and percentage distributions were used. Frequency distribution was obtained by getting the tally of responses falling in a particular category while percentage is obtained by dividing the frequency over the total number of responses multiplied by 100.

The formula was:

$$P = (f/n) * 100$$

Where: % = is the desired percentage
F = is the frequency of the particular category
N = is the total number of respondents

2. Weighted Mean.

To assess the level of services of administration, academic, facilities, location, student services, research capabilities, quality of graduates, and extension and production program, weighted mean was used.

The formula was:

$$WM = \sum fw/n$$

Where: WM = is the weighted mean
fw = is the frequency weight
n = is the number of respondents
f = frequency
∑= summation

To describe the assessment of governance operation system of locally-funded PUP Campuses in Luzon in terms administration services, academic services, facilities, location, student services, research capabilities, quality of graduates, and extension and production program, weighted mean was also used.

As to the assessment level of the Campus Governance Operation System of LGU-Funded PUP Campuses in Part I of the Questionnaire, the following scale was used:

Numerical Value	Range	Verbal Interpretation
5	4.50 – 5.00	Outstanding
4	3.50 – 4.49	Very Satisfactory
3	2.50 – 3.49	Satisfactory
2	1.50 – 2.49	Fair
1	1.00 – 1.49	Poor

As to the degree of seriousness of the problems in Part III of the Questionnaire, the following scale was used:

Numerical Value	Range	Verbal Interpretation
5	4.50 – 5.00	Very Serious
4	3.50 – 4.49	Serious
3	2.50 – 3.49	Moderately Serious
2	1.50 – 2.49	Not Serious
1	1.00 – 1.49	Not a Problem

3. F-Ratio or F-Test ANOVA.

To test the hypothesis of no significant difference among the stakeholders' respondents as to position, region, school population, source of funding, number of courses offered and

municipality classification, the F Test One-Way analysis of Variance or ANOVA was used.

The formula was:

$$\mathbf{F} = \frac{MS_{AMONG}}{MS_{WITHIN}}$$

Where: **F** = the F-ratio or F test value

MSAMONG = Mean square for among groups, obtained by dividing the sum of squares for among groups by its degrees of freedom.

MSWITHIN = Mean square for within group (error Variance), obtained by dividing the sum of squares for within group by its degrees of freedom.

n = number of respondents
N = Number of respondents

4. Ranking and Mean of Ranks.
Ranking and mean of ranks were obtained to answer the problems pertaining to the factors that contribute to the efficiency or the inefficiency of the governance operation system, the problems encountered in relation to the governance operation, as well as the suggested solutions to these problems of governance operation of locally-funded PUP campuses.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The respondents of the study were the Municipal Mayor or his counterpart, campus directors, faculty, administrative staff, students, parents, one each in the 214 sample respondents, selected via stratified random sampling. Discussion in this chapter was focused in the following: assessment of the stakeholder's respondents of the governance operation system

of the LGUs Locally-Funded PUP campuses in terms of: administration and academic services, the facilities such as classroom, laboratory, sports, Medical and dental facilities have also been assessed. The libraries, auditorium, campus location, student services, research capabilities, quality of graduates, and the extension and production program have been considered too. In addition, sample respondents were also asked of the significant difference on the assessment of the governance operation system of PUP campuses when the stakeholders' respondents are grouped according to: stakeholders' classification, region, sources of funding, number of programs offered, as well as the classification of the municipality. The 214 randomly selected respondents were also asked about the problems that they have encountered in running the affairs or simply being a part of locally-funded PUP campus. And lastly, the proposed enhanced governance operation system that can be recommended by the researcher based on the findings of the study.

1. Profile of Respondents

The profiles of stakeholder-respondents are discussed in Tables 2 to 7.

Table 2: Frequency and Percentage Distribution of Respondents Position as Stakeholders

Position as Stakeholder	Frequency	Percentage
LGU Official/Staff	21	9.81
PUP Campus Director	3	1.40
Campus Administrative Staff	20	9.35
Faculty Members	117	54.67
Students	51	23.83
No Response	2	0.93
Total	214	100.00

Table 2 shows the frequency and percentage distribution of the respondents according to type of stakeholder. More than half or 117 respondents comprising 54.67% were working as "faculty" of the PUP locally-funded campuses. This was followed by

"students" enrolled in the said campuses with the frequency of 51 (or 23.83%). On the other hand, 21 (or 9.81%) were LGU Officials/Staff; 20 (or 9.35%) were Campus Administrative staff while three (3) or 1.40% were PUP Campus Directors who participated in the survey. However, there were two (2) or 0.93% of the respondents that did not indicate their position or classification.

Table 3: Frequency and Percentage Distribution of Respondents according to Region

Region	Frequency	Percentage
NCR	15	7.00
Region III	43	20.10
Region IV-A	140	65.42
No Response	16	7.48
TOTAL	**214**	**100.00**

Table 3 shows the frequency and percentage distribution of the respondents according to region where they take residence. The greatest proportion of 140 (65.42%) were living in Region IV-A. This was because majority of locally-funded campuses are located in CALABARZON area namely PUP-Alfonso, Biñan, Calauan, General Luna, San Pedro, Sta. Rosa, and in MIMAROPA Region where PUP-Bansud and Sablayan are located. Next were those residing in Region III having the frequency of 43 (20.10%) where PUP-Cabiao, Pulilan, and Sta. Maria are located. Fifteen (15) or 7.00% of respondents were living in the National Capital Region or NCR and working in PUP-San Juan and Parañaque Campuses while sixteen (16 or 7.48%) respondents gave "no response."

Table 4 shows the frequency and percentage distribution of the respondents according to school population.

Table 4: Frequency and Percentage Distribution of the Respondents according to School Population

School Population	Frequency	Percentage
Less than 500	62	28.98
501 to 1000	44	20.56

More than 1000	99	46.26
No Response	9	4.20
TOTAL	**214**	**100.00**

As shown in Table 4, the highest proportion or 99 of the respondents (46.26%) had a school population of more than 1000. This was followed by those having less than 500 school population with 62 (29.98%). There were 44 respondents (20.56%) who have school population of 501 to 1000. Meanwhile, there were nine (9) or 4.20% respondents that gave no response.

Table 5: Frequency and Percentage Distribution of the Respondents according to Source of Funding

Source of Funding	Frequency	Percentage
Municipal	176	82.24
Provincial	24	11.22
Congressional	1	0.47
No Response	13	6.07
TOTAL	**214**	**100.00**

Table 5 shows the frequency and percentage distribution of the respondents according to source of funding. Majority of the respondents had campus funding coming from the Municipal Government with a frequency of 176 (82.20%).

These means that most all of the locally-funded PUP campuses are situated in a Municipality and only few are found in the urban areas. As Hyman (1990) explained that inter-governmental aid has become one of the most important sources of revenue for many states and local governments. Revenues are used by local government units to address the growing needs of the municipality or city. Next were those with funds coming from the Provincial Government with 24 (11.20%). There were thirteen respondents (6.07%) who had no response. And, a lone respondent (0.47%) reported to have funding coming from the Congressional Government.

Table 6: Frequency and Percentage Distribution of the Respondents according to Number of Programs Offered

Number of Programs Offered	Frequency	Percentage
1 program	23	10.75
2 programs	15	7.01
3 programs	33	15.42
4 programs	26	12.15
5 programs and more	111	51.87
No Response	6	2.80
TOTAL	**214**	**100.00**

Table 6 shows the frequency and percentage distribution of the respondents according to the number of programs offered. Majority (111 or 51.87%) of respondents offered 5 programs and more and these were found in CALABARZON and MIMAROPA regions. This was followed by those having 3 programs with a frequency of 33 (15.42%). There were twenty-six (26) respondents who had 4 programs (12.15%). Those who had only 1 program got the frequency of 23 (10.75%). Those with 2 programs got the frequency of 15 or 7.01%. Six respondents (2.80%) gave no response.

Table 7: Frequency and Percentage Distribution of the Respondents according to Municipality Classification

Municipality Classification	Frequency	Percentage
Class A	131	61.22
Class B	25	11.68
Class C	9	4.21
Class D	2	0.93
No Response	47	21.96
TOTAL	**214**	**100.00**

Table 7 shows the frequency and percentage distribution of the respondents according to Municipality classification. It was noted that majority of the municipalities where PUP campuses were present belonged to Class A having the frequency of 131 or 61.22%. Meanwhile, there were forty seven (47) respondents who had no response (21.96) probably because they did not know to which classification their municipality belonged. Respondents from Class B municipalities got the frequency of

25 (11.68%). Those from Class C had the frequency of 9 (4.21%). Two (2 or 0.93%) respondents belonged to Class D municipality.

Assessment of stakeholders' respondents on the Governance Operation System of LGU-Funded PUP Campuses:

The results and discussion are shown in Tables 8 to 21.

Table 8 shows the weighted means of the descriptive level of assessment in terms of Administrative Services. It registered a general weighted mean of 3.83.

Table 8: Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses in terms of Administrative Services

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	Courteousness/Politeness/ Friendliness is observed by the personnel.	4.25	Very Satisfactory	1
2	Proper observance of working hours is ensured.	4.05	Very Satisfactory	2
3	Clear Administrative Guidelines/Policies are in place.	4.02	Very Satisfactory	3
4	Proper/accurate dissemination of information on administrative matter is observed.	4.01	Very Satisfactory	4
5	Prompt service is provided to students and other customers.	3.96	Very Satisfactory	5
6	Maintenance personnel are available.	3.78	Very Satisfactory	6
7	Canteens are accessibly located inside the campus.	3.75	Very Satisfactory	7
8	There is an availability of Security personnel	3.73	Very Satisfactory	8
9	There is a presence of Citizen Charter.	3.69	Very Satisfactory	9
10	There are available electronic/automated services for customer transactions such as computer, telephone, fax machine, photo copier, etc.	3.62	Very Satisfactory	10
11	There are available office supplies such as bond paper, chalk, erasers.	3.60	Very Satisfactory	11
12	Administrative Manual is available.	3.49	Satisfactory	12

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

This implied that the descriptive level of assessment on governance of PUP Campuses in terms of administrative services was very satisfactory. From the twelve indicators of governance in terms of administrative services, the respondents reported the following as their top five indicators. First, "courteousness/politeness/ friendliness is observed by the personnel" with the weighted mean of 4.25. The personnel observed courteousness, politeness and friendliness as virtues

in the office. Being courteous, polite and friendly enhance the quality of services being offered – a clear translation of the quality of governance being practiced in the campus and these are clearly manifested in the administrative services being offered. These are clearly mirrored in the way transactions were conducted and services were offered in the various offices. This was followed by the indicator saying that "proper observance of working hours is ensured" with the weighted mean of 4.05. This suggested that proper observance of working hours in the campus contributes to efficient delivery of administrative services. On the third rank was the statement saying that "clear administrative guidelines/policies are in place" with the weighted mean of 4.02. This suggests that regulatory frameworks are in place in the various campuses of PUP. Indicators 5 to 11 concerning information dissemination, prompt services to students, availability of maintenance personnel, canteen accessibility, availability of security personnel, Citizen's Charter, availability of electronic services for customer transactions, and availability of school supplies were all rated "very satisfactory".

Of the twelve indicators, the lowest rating was given to "administrative manual is available" with the weighted mean of 3.49 with a verbal interpretation as "satisfactory". This finding reveals that the preparation of the administrative manual has not been fully explored in all the branches surveyed.

Table 9 shows the weighted means of the descriptive level of assessment in terms of Academic Services/Staff. It registered a general weighted mean of 3.92. This implied that the descriptive level of assessment was very satisfactory.

Table 9: Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses in terms of Academic Services/Staff

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	Academic personnel have professional experiences.	4.26	Very Satisfactory	1
2	Punctuality and regularity of attendance are	4.06	Very	2

	observed.		Satisfactory	
3	Academic preparations of the faculty are vertically articulated.	4.00	Very Satisfactory	3
4	Attendance to seminars/trainings is being done.	3.97	Very Satisfactory	4
5	Staff seek enrolment to graduate studies (Masters, Doctorate)	3.90	Very Satisfactory	5
6	The Citizen Charter is available.	3.78	Very Satisfactory	6
7	There is an available Faculty Manual.	3.49	Satisfactory	7

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

This is evident in the highest indicator showing that "academic personnel have professional experiences" with the weighted mean of 4.26. This implied that academic personnel have proper educational qualifications. The next indicator states that "punctuality and regularity of attendance are observed" with the weighted mean of 4.06. This implied that the school observed punctuality and monitored attendance. On the third rank was the statement saying that "academic preparations of the faculty are vertically articulated" with the weighted mean of 4.00. This indicated that the faculty profiles are aligned with their qualifications and competence. Indicators like "attendance to training/seminars", "enrollment in graduate studies", and "availability of Citizen's Charter" were also rated "very satisfactory as shown by their weighted mean scores of 3.97, 3.90, and 3.78, respectively. With the least rating was the statement saying that "there is an available Faculty Manual" with the weighted mean of 3.49. This showed that there is an inadequacy of faculty manual and was the least priority in the school.

Table 10: Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses in terms of Classroom Facilities

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	There are available blackboards/whiteboards in the room.	4.15	Very Satisfactory	1
2	There is an availability of Multi-Media devices (TV, computer, LCD, projector).	3.78	Very Satisfactory	2

3	There are enough chairs and teachers' table in the room.	3.71	Very Satisfactory	3
4	There are enough number of classrooms.	3.60	Very Satisfactory	4
5	There is provision of proper ventilation and lighting.	3.53	Very Satisfactory	5
6	There are function rooms available.	3.37	Satisfactory	6
7	Simulation Room/Multi-Media Room is available.	3.36	Satisfactory	7

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

Table 10 shows the weighted means of the descriptive level of assessment in terms of Classroom facilities. It registered a general weighted mean of 3.64 and a descriptive level of assessment was very satisfactory. This is evident with the top indicator "there are available blackboards/ whiteboards in the room" with the weighted mean of 4.15 indicating that blackboards/whiteboards installed in the classroom are a simple way of support of the local government to the school. The next indicator states that "there is an availability of Multi-Media devices (TV, computer, LCD, projector)" with a weighted mean of 3.78. This indicated that multi-media devices are available. On the third rank was the statement "there are enough chairs and teachers' table in the room" with the weighted mean of 3.71. This showed that chairs and tables are present in the school. The next indicators – "enough classrooms", and "proper ventilation and lighting" were rated "very satisfactory" with weighted means of 3.60 and 3.53 respectively. On the least were the statements saying that "function rooms are available" and "simulation room/Multi-Media Room is available" with the weighted mean of 3.37 and 3.36 respectively. This only implied that there are no function rooms or simulation/multi-media room or maybe there is one but only an improvised version and these facilities were the least priority of the administration.

Table 11 shows the weighted means of the descriptive level of assessment in terms of Laboratory Facilities. It registered a general weighted mean of 2.77. This implied that the descriptive level of assessment was satisfactory.

Table 11: Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses in terms of Laboratory Facilities

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1.	Computer laboratories are available.	3.88	Very Satisfactory	1
2.	Laboratory Rules and Safety Guidelines are available.	2.87	Satisfactory	2
3.	There are availability of HRM/HM laboratories (for campus with HRM/HM program).	2.41	Fair	3
4.	There is an availability of speech laboratory.	2.38	Fair	4
5.	There are availability of engineering laboratories (for campus with engineering program).	2.18	Fair	5
6.	There are availability of Chemistry and Physics Laboratories.	2.17	Fair	6

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

This is evident in the top most indicator showing that "computer laboratories are available" with the weighted mean of 3.88 with a verbal interpretation of "very satisfactory". This indicated that computer laboratories are functional in the school which is a good sign that a school administration is providing the needs of their students in terms of technology. This was followed by the indicator stating that "laboratory rules and safety guidelines are available" with the weighted mean of 2.87 for a "satisfactory" rating. This showed that regulatory frameworks are established to organize and make everything flow smoothly. The results in this area explained that there is no or perhaps there is a provision of laboratory policies but are not properly explained to the students. There is a problem in the implementation. The next indicators on the availability of laboratories were rated "fair" as shown by the weight mean scores for "there are availability of HRM/HM laboratories (for campus with HRM/HM program)" with a weighted mean of 2.41; availability of speech laboratory with a weighted mean of 2.38; availability of engineering laboratories (for campus with engineering program) with a weighted mean of 2.18; and availability of Chemistry and Physics laboratories with a weighted mean of 2.17. The findings indicate the classrooms

may be used as laboratories in the absence of required ones. It further indicates that the laboratory being used by the students were not really designed for a laboratory. Certain programs like Hospitality Management and Engineering have specific laboratory requirements as indicated in their respective policies, standards and guidelines issued by CHED.

Table 12: Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses in terms of Sport Facilities

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	There is an available Sports Coordinator.	3.12	Satisfactory	1
2	House Rules and Safety Guidelines are present.	3.04	Satisfactory	2
3	There are available Basketball and Volleyball courts.	2.80	Satisfactory	3
4	There are availability of sports equipment in the campus.	2.77	Satisfactory	4
5	There are availability of venues to host sports events with other campuses.	2.61	Satisfactory	5
6	There is availability of Gymnasium inside the campus.	2.37	Fair	6
7	There are available Tennis and Badminton courts.	2.36	Fair	7
8	There is an availability of swimming pool.	1.49	Poor	8

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

Table 12 shows the weighted means of the descriptive level of assessment in terms of Sport Facilities. It registered a general weighted mean of 2.57. This implied that the descriptive level of assessment on the governance operation system was satisfactory. This is evident on the top rater showing that "there is an available Sports Coordinator" with the weighted mean of 3.12. This implied that Sports Coordinator has been designated or appointed by the school to coordinate on sports matters and events. This was followed by the indicator showing that "house rules and safety guidelines are present" with the weighted mean of 3.04. This indicated that regulatory frameworks are well-established. The next indicator states that "there are available basketball and volleyball courts" with the weighted mean of 2.80. This elicited that there were basketball

and volleyball courts that can be used in the school. The availability of sports equipment and venues to host sports events" were rated "satisfactory" with weighted mean score scores of 2.77 and 2.61 respectively. Sports laboratory is a basic requirement in the operation of a school. As stipulated in the MOA, municipal or LGU facilities which are deemed necessary to carry out the operation of the PUP locally-funded campus become part of the facilities of the school. Among others are basketball courts, library, medical centers, and the like. On the statement "there is an availability of swimming pool" the respondents rated it with a weighted mean of 1.49. This implied that there was swimming pool that can be used by the students but is not owned by the college neither of the local government but is being rented by the students every time they hold a swimming activity in the school and thus this was least priority due to inadequacy of fund.

Table 13: Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses in terms of Medical Facilities

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	There is an availability of first aid kit.	3.45	Satisfactory	1
2	There are available medical supplies.	3.05	Satisfactory	2
3	Campus Medical Clinic is available.	2.92	Satisfactory	3
4	Medical equipment are available.	2.67	Satisfactory	4
5	There is an availability of Treatment Room.	2.44	Fair	5
6	There is a presence of a Citizen's Charter.	2.29	Fair	6
7	There is an available ambulance.	1.92	Fair	7
8	There is an availability of Campus Physician/Dentist.	1.77	Fair	8
9	There is an availability of Dental Clinic.	1.72	Fair	9
10	Dental Supplies are available.	1.70	Fair	10
11	There is an availability of Dental Equipment.	1.65	Fair	11

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

Table 13 shows the weighted means of the descriptive level of assessment in terms of Medical Facilities. It registered a general weighted mean of 2.34. This implied that the descriptive level of assessment was fair. This is evident on the highest indicator stating that "there is an availability of first aid kit" with the weighted mean of 3.45. This implied that there are first aid kits available in the school. The next indicator states that "there are available medical supplies" with the weighted mean of 3.05. This implied that there are medical supplies available in the school. On the third rank was the statement "campus medical clinic is available" with the weighted mean of 2.92. This showed that medical clinics are available in the school. Next in rank was "Medical equipment are available" with a weighted mean score of 2.67. On indicators looking at the availability of specific medical and facilities and personnel, the respondents gave a "fair" rating on treatment room (WM=2.44), citizen's charter (WM=2.29), ambulance (WM=1.92), campus physician/dentist (WM=1.77), dental clinic (WM=1.72), dental supplies (WM=1.70), and dental equipment (WM=1.65). The results indicated that dental equipment is not established in the school. This is evidently true that majority of local government units have municipal center which serves as their medical facility of a locally-funded PUP campus but rarely that they have also the presence of a municipal dentist. In a focused group discussion held in San Juan campus on September 1, 2015, the campus director said that dental matters are not as expensive as medical needs and that therefore can be provided or offered by a private dentist whom the students can afford. Table 14 shows the weighted means of the descriptive level of assessment in terms of Libraries. It registered a general weighted mean of 2.92. This implied that the descriptive level of assessment was satisfactory. All the seven (7) listed indicators for Libraries obtained a rating of "satisfactory".

Table 14: Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses in terms of Libraries

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	There is proper ventilation and lightings.	3.45	Satisfactory	1
2	There are enough chairs and tables for the students.	3.12	Satisfactory	2
3	There is a presence of Citizen's Charter.	3.02	Satisfactory	3
4	There is an availability of Qualified Librarian.	2.85	Satisfactory	4
5	There are available copies of thesis and dissertation.	2.76	Satisfactory	5
6	There is wide collection of other reading materials.	2.70	Satisfactory	6
7	There is a wide collection of books.	2.62	Satisfactory	7

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

This is evident on the highest indicator telling that "there is a proper ventilation and lightings" with the weighted mean of 3.45. This implied that proper ventilation and lightings were installed in the school. This was followed by the indicator stating that "there are enough chairs and tables for the students" with the weighted mean of 3.12. This indicated that chairs and tables are in the school. The next indicator states that "there is a presence of Citizen Charter" with the weighted mean of 3.02. This implied that a Citizen Charter is crafted for the school. Next in rank were on "the availability of qualified librarian" (WM=2.85), "available copies of theses and dissertations" (WM=2.76), "wide collection of reading materials" (WM=2.70). On the least was the statement saying that "there is a wide collection of books" with the weighted mean of 2.62. This indicated that wide collection of books was the least priority in the school.

Table 15: Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses in terms of Auditorium

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	There is an availability of venue for academic activities accommodating 100	3.14	Satisfactory	1

	or fewer participants.			
2	There is an available venue to host social and cultural events.	2.98	Satisfactory	2
3	There is an availability of venue for academic activities accommodating 101 to 300 participants.	2.86	Satisfactory	3
4	There is an available venue for general assembly that will accommodate the total number of students' population.	2.84	Satisfactory	4

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

Table 15 shows the weighted means of the descriptive level of assessment in terms of Auditorium. It registered a general weighted mean of 2.97. This implied that the descriptive level of assessment was satisfactory. All indicators were rated "satisfactory" as shown by their respective weighted mean scores. First in rank was "there is an availability of venue for academic activities accommodating 100 or fewer participants" with the weighted mean of 3.14. This implied that venues are available to accommodate 100 or fewer participants. The next indicator states that "there is an available venue to host social and cultural events" with the weighted mean of 2.98. This indicated that venues for social and cultural events were built and established in the school. On the third rank was the statement telling that "there is an availability of venue for academic activities accommodating 101 to 300 participants" with the weighted mean of 2.86. This showed that venues for academic activities accommodate 101 to 300 participants. Fourth and last in rank was the statement telling that "there is an available venue for general assembly that will accommodate the total number of students' population" with the weighted mean of 2.84. This implied that venues for general assembly were the least priority in the school.

Table 16: Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses in terms of Campus Location

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	There is a presence of VMGO (Vision, Mission, Goals, and Objectives).	4.18	Very Satisfactory	1
2	The campus location is accessible.	4.10	Very Satisfactory	2
3	The place is safe especially for night classes.	3.75	Very Satisfactory	3
4	The Campus has a perimeter fence.	3.74	Very Satisfactory	4
5	Transportation services are available 24 hours.	3.66	Very Satisfactory	5
6	There are various transportation units available.	3.65	Very Satisfactory	6
7	There is a support of the Barangay Police.	3.58	Very Satisfactory	7

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

Table 16 shows the weighted means of the descriptive level of assessment in terms of Campus Location. It registered a general weighted mean of 3.80. This implied that the descriptive level of assessment is very satisfactory. All seven (7) indicators were rated "very satisfactory" as shown by their respective weighted mean scores. Ranked first was the indicator stating that "there is a presence of VMGO (Vision, Mission, Goals, and Objectives)" with the weighted mean of 4.18. This implied that the school commits to align their job and work performance with the Vision, Mission, Goals, and Objectives. The second-ranked indicator states that "the campus location is accessible" with the weighted mean of 4.10 indicating that campus location is reachable. This was followed by the third-ranked indicator telling that "the place is safe especially for night classes" with the weighted mean of 3.75. This indicated that the school is safe for night classes. Fourth in rank was the presence of a "perimeter fence" with a weighted mean score of 3.74 followed by the presence of "transportation services" with a weighted mean score of 3.66; availability of "various transportation units' with a weighted mean of 3.65.

Last in rank was the statement saying that "there is a support of the Barangay Police" with the weighted mean of 3.58. This implied that Barangay Police Support is the least priority in the school.

Table 17 shows the weighted means of the descriptive level of awareness in terms of Student Service. It registered a general weighted mean of 3.33. This implied that the descriptive level of awareness was satisfactory. The first four (4) indicators registered a "very satisfactory" rating while the other eight (8) registered a "satisfactory" rating as shown by their weighted mean scores.

Table 17: Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses in terms of Student Services

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	There is a presence of Student Organizations.	3.94	Very Satisfactory	1
2	There is an availability of Student Council Office.	3.67	Very Satisfactory	2
3	Attendance to leadership trainings and seminars is observed.	3.66	Very Satisfactory	3
4	There is an availability of Scholarships Assistance/ Allotment.	3.63	Very Satisfactory	4
5	There is a presence of Citizen Charter.	3.44	Satisfactory	5
6	Copies of Student Handbooks are available	3.32	Satisfactory	6
7	There is a better linkage with Industry and OJT Partners.	3.23	Satisfactory	7
8	There is an availability of Guidance Counselor.	3.15	Satisfactory	8
9	There is an availability of Student Lounge/Study Area.	3.10	Satisfactory	9
10	There is an availability of Student Park.	3.07	Satisfactory	10
11	There is an availability of Publication Office.	2.94	Satisfactory	11
12	Alumni and Placement Offices are available.	2.75	Satisfactory	12

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

The top indicator saying that "there is a presence of Student Organizations" obtained a weighted mean of 3.94. This indicated that there are student organizations instituted in the school. This was followed by the indicator showing that "there is an availability of Student Council Office" with a weighted

mean of 3.67. This showed that there is the presence of Student Council Office. On the third rank was the statement saying that "attendance to leadership trainings and seminars is observed" with a weighted mean of 3.66. This implied that attendance for trainings and seminars are strictly observed. Fourth in rank was on the "availability of scholarships" with a weighted mean of 3.63.

The following indicators were rated "satisfactory": presence of Citizen's Charter (WM=3.44), available copies of Student Handbook (WM+3.32), linkage with OJT and industry partners (WM=3.23), availability of guidance counselor (WM=3.15), availability of student lounge/study area (WM=3.10), availability of student park (WM=3.07), and availability of publication office (WM=2.94). Last in rank was the statement telling that "Alumni and Placement Offices are available" with a weighted mean of 2.75. These implied that alumni and placement offices are available but were the least priority.

Table 18: Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses in terms of Research Capabilities

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	There is an available Research Coordinator.	2.85	Satisfactory	1
2	There is an availability of Computer unit for research works.	2.74	Satisfactory	2
3	There is an available Research Office.	2.72	Satisfactory	3

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

Table 18 shows the weighted means of the descriptive level of assessment in terms of Research Capabilities. It registered a general weighted mean of 2.78. This implied that the descriptive level of assessment was satisfactory.

All three (3) indicators obtained a rating of "satisfactory." The statement "there is an available Research

Coordinator" got a weighted mean of 2.85. It indicated that there is the presence of research coordinator in the school. The next indicator states that "there is an availability of Computer unit for research works" with the weighted mean of 2.74. This indicated that computer units are available for research work. On the least was the statement saying that "there is an available Research Office" with the weighted mean of 2.72. This implied that research office was the least priority in the school.

Table 19: Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses in terms of Quality of Graduates

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	There is an impressive performance of graduates in board examinations.	3.92	Very Satisfactory	1
2	Graduates are employed in the field of their specialization.	3.76	Very Satisfactory	2
3	Other graduates are employed to the jobs outside of their Specialization.	3.51	Very Satisfactory	3
4	There is an availability of Tracer Study of graduates.	3.42	Satisfactory	4

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

Table 19 shows the weighted means of the descriptive level of assessment in terms of Quality of Graduates. It registered a general weighted mean of 3.65. This implied that the descriptive level of assessment was very satisfactory. This is evident on the highest indicator stating that "there is an impressive performance of graduates in board examinations" with the weighted mean of 3.92. This indicated that the graduates have an at-par performance. This was followed by the statement saying that "graduates are employed in the field of their specialization" with the weighted mean of 3.76. This indicated that graduates are employed in their specialization. On the third rank was the statement saying that "other graduates are employed to the jobs outside of their Specialization" with the weighted mean of 3.51. This showed that there are other graduates who are employed outside of

their Specialization. Last in rank was the statement that "there is an availability of Tracer Study of graduates" with the weighted mean of 3.42 indicating a "satisfactory" rating. This implied that Tracer Study was the least priority of the school.

Table 20: Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses in terms of Extension Project/Programs

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	Extension Programs are supported by the LGU.	3.36	Satisfactory	6
2	There is an allotment of Budget from LGU.	3.44	Satisfactory	4
3	The Expertise of PUP is being utilized.	3.65	Very Satisfactory	2
4	The Extension Program/Project has an Impact to the community.	3.61	Very Satisfactory	3
5	The Extension Project helps people to improve their lives.	3.67	Very Satisfactory	1
6	Extension Programs are participated in by all stakeholders.	3.40	Satisfactory	5

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

Table 20 shows the weighted means of the descriptive level of assessment in terms of Extension Project/Programs. It registered a general weighted mean of 3.52. This implied that the descriptive level of assessment was very satisfactory. However the indicators on participation of stakeholders, the support to extension programs and budget allotments from the LGU were rated "satisfactory as shown by the weighted means of 3.40, 3.36 and 3.44, respectively.

Table 21: Consolidated Weighted Means of the Assessment of Stakeholders' Respondents on the Governance Operation System of LGU-Funded PUP Campuses

No.	Indicators	Weighted Mean	Verbal Interpretation	Rank
1	Academic Services/Staff	3.92	Very Satisfactory	1
2	Administrative Services	3.83	Very Satisfactory	2
3	Campus Location	3.80	Very Satisfactory	3

4	Quality of Graduates	3.65	Very Satisfactory	4
5	Classroom Facilities	3.64	Very Satisfactory	5
6	Extension Projects/Programs	3.52	Very Satisfactory	6
7	Student Services	3.33	Satisfactory	7
8	Auditorium	2.97	Satisfactory	8
9	Libraries	2.92	Satisfactory	9
10	Research Capabilities	2.78	Satisfactory	10
11	Laboratory Facilities	2.77	Satisfactory	11
12	Sports Facilities	2.57	Satisfactory	12
13	Medical Facilities	2.34	Fair	13

Table 21 shows the consolidated weighted means of the descriptive level of assessment. It registered a general weighted mean of 3.23. This implied that the descriptive level of assessment was satisfactory. This is evident on the highest indicator academic services/staff with the weighted mean of 3.92, followed by administrative services with the weighted mean of 3.83, and campus location with the weighted mean of 3.80. Likewise, the quality of graduates, classroom facilities, and extension programs/projects were rated "very satisfactory" with weighted means of 3.65, 3.64, and 3.52, respectively. Rated "satisfactory were student services (WM=3.33), auditorium (WM=2.97), libraries (WM=2.92), research capabilities (WM=2.78), laboratory facilities (WM=2.77), and sports facilities (WM=2.57). These findings imply that these areas, services or facilities need to be examined well especially if the programs offered in the campuses has specific requirements for their presence. On the least was the indicator on medical facilities with the weighted mean of 2.34 interpreted as "fair". This study revealed that medical facilities was rated "fair" by the stakeholders-respondents because there was inadequate or even no provision of medical equipment which is common among all surveyed campuses.

Significant Difference on the Assessment of Stakeholders' Respondents on the Campus Governance Operation of LGU-Funded PUP Campuses according to Profile of Respondents.

Table 22 to Table 99 shows the differences in rating the campus governance operation of the LGU-Funded PUP Campuses when the respondents are grouped according to their profile namely, Stakeholder, Region, School Population, Source of Funding, Number of Programs offered, and Municipality classification.

Table 22 shows the single factor ANOVA by Stakeholders' Respondents in terms of Academic Service/Staff. The p-value is 0.003 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected.

Table 22: Single Factor ANOVA by Stakeholders' Respondents in terms of Academic Service/Staff

Academic Services/Staff	Position				
	Weighted Mean	F-value	p-value	Decision	Remarks
LGU Official/Staff	3.57	4.198	.003	Reject Ho	Significant
PUP Campus Director	4.40				
Campus Administrative Staff	3.59				
Faculty	4.08				
Student	3.81				

There exists a significant difference on the assessment of stakeholders' respondents when grouped according to position as stakeholders. This is evident because facilities provided in the campus vary with the kind of budget issued or allocated in the operation of PUP locally-funded campus.

Table 23: Single Factor ANOVA by Stakeholders' Respondents in terms of Administrative Services

Administrative Services	Position				
	Weighted Mean	F-value	p-value	Decision	Remarks
LGU Official/Staff	3.63	2.863	.024	Reject Ho	Significant
PUP Campus Director	4.00				
Campus Administrative Staff	3.68				
Faculty	3.98				
Student	3.58				

Table 23 shows the single factor ANOVA by Stakeholders' Respondents in terms of Administrative Service. The p–value is

0.024 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the assessment of stakeholders' respondents when grouped according to position as stakeholders. This finding implies that stakeholders have different views according to their specific roles. It is expected that students will differ on how they assess services vis-à-vis administrators.

Table 24: Single Factor ANOVA by Stakeholders' Respondents in terms of Classroom Facilities

Classroom Facilities	Position				
	Weighted Mean	F-value	p-value	Decision	Remarks
LGU Official/Staff	3.49	6.449	.000	Reject Ho	Significant
PUP Campus Director	3.52				
Campus Administrative Staff	3.44				
Faculty	3.90				
Student	3.16				

Table 24 shows the single factor ANOVA by Stakeholders' Respondents in terms of Classroom Facilities. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the assessment of stakeholders' respondents when grouped according to position as stakeholders. As revealed in the findings of this study classroom facilities are basically budget dependent and the provision is based on the support extended by the local government especially the Sangguniang Bayan as it is the one that approves annual budget of the municipality.

Table 25: Single Factor ANOVA by Stakeholders' Respondents in terms of Laboratory Service

Laboratory Facilities	Position				
	Weighted Mean	F-value	p-value	Decision	Remarks
LGU Official/Staff	2.69	5.776	.000	Reject Ho	Significant
PUP Campus Director	2.78				
Campus Administrative Staff	3.07				
Faculty	2.93				
Student	2.26				

Table 26: Single Factor ANOVA by Stakeholders' Respondents in terms of Sports Facilities

Sports Facilities	Position				
	Weighted Mean	F-value	p-value	Decision	Remarks
LGU Official/Staff	2.73	6.042	.000	Reject Ho	Significant
PUP Campus Director	2.03				
Campus Administrative Staff	2.75				
Faculty	2.76				
Student	2.04				

Table 25 shows the single factor ANOVA by stakeholders' respondents in terms of Laboratory Service. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the assessment of stakeholders' respondents when grouped according to position as stakeholders. This is evident because facilities provided in the campus vary with the programs offered and the kind of budget issued or allocated in the operation of PUP locally-funded campuses.

Table 26 shows the single factor ANOVA by stakeholders' respondents in terms of Sports Facilities. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the assessment of stakeholders' respondents when grouped according to position as stakeholders. This is evident because facilities provided in the campus vary with the kind of budget issued or allocated in the operation of PUP locally-funded campuses.

Table 27: Single Factor ANOVA by Stakeholders' Respondents in terms of Medical Facilities

Medical Facilities	Position				
	Weighted Mean	F-value	p-value	Decision	Remarks
LGU Official/Staff	2.63	3.448	.009	Reject Ho	Significant
PUP Campus Director	1.53				
Campus Administrative Staff	2.39				
Faculty	2.44				
Student	1.98				

Table 27 shows the single factor ANOVA by position in terms of Medical Facilities. The p-value is 0.009 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the assessment of stakeholders' respondents when grouped according to position as stakeholders. This is evident because facilities provided in the campus vary with the kind of budget issued or allocated in the operation of locally-funded campuses.

Table 28: Single Factor ANOVA by Stakeholders' Respondents in terms of Libraries

Libraries	Position				
	Weighted Mean	F-value	p-value	Decision	Remarks
LGU Official/Staff	2.76	3.384	.010	Reject Ho	Significant
PUP Campus Director	2.43				
Campus Administrative Staff	3.08				
Faculty	3.09				
Student	2.51				

Table 29: Single Factor ANOVA by Stakeholder's Respondents in terms of Auditorium

Auditorium	Position				
	Weighted Mean	F-value	p-value	Decision	Remarks
LGU Official/Staff	2.76	4.761	.001	Reject Ho	Significant
PUP Campus Director	2.83				
Campus Administrative Staff	2.96				
Faculty	3.27				
Student	2.38				

Table 28 shows the single factor ANOVA by stakeholders' respondents in terms of Libraries. The p-value is 0.010 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the assessment of respondents when grouped according to position as stakeholders. This is evident because facilities provided vary with the kind of budget issued or allocated in the operation of PUP locally-funded campuses.

Table 29 shows the single factor ANOVA by position in terms of Auditorium. The p-value is 0.001 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is

rejected. There exists a significant difference on the descriptive level of awareness when grouped according to position as stakeholders. This is evident because facilities provided in the campus vary with the kind of budget issued or allocated in the operation of locally-funded campuses.

Table 30: Single Factor ANOVA by Position in terms of Campus Location

Campus Location	Position				
	Weighted Mean	F-value	p-value	Decision	Remarks
LGU Official/Staff	3.60	9.571	.000	Reject Ho	Significant
PUP Campus Director	4.10				
Campus Administrative Staff	3.64				
Faculty	4.11				
Student	3.20				

Table 30 shows the single factor ANOVA by stakeholder's respondents in terms of Campus Location. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is accepted. There exists a significant difference on the assessment of stakeholder's respondents when grouped according to position as stakeholders. This is evident because the kind of budget issued or allocated varies in the operation of locally-funded campuses.

Table 31: Single Factor ANOVA by Stakeholder's Respondents in terms of Student Services

Student Service	Position				
	Weighted Mean	F-value	p-value	Decision	Remarks
LGU Official/Staff	3.04	5.487	.000	Reject Ho	Significant
PUP Campus Director	3.05				
Campus Administrative Staff	3.36				
Faculty	3.57				
Student	2.89				

Table 31 shows the single factor ANOVA by stakeholder's respondents in terms of Student Service. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the

alternative hypothesis is accepted. There exists a significant difference on the assessment of stakeholder's respondents when grouped according to position as stakeholders. This is evident because the kind of budget issued or allocated varies in the operation of locally-funded campuses.

Table 32: Single Factor ANOVA by Stakeholder's Respondents in terms of Research Capabilities

Research Capabilities	Position				
	Weighted Mean	F-value	p-value	Decision	Remarks
LGU Official/Staff	2.46	1.485	.208	Accept Ho	Not Significant
PUP Campus Director	2.67				
Campus Administrative Staff	2.52				
Faculty	2.98				
Student	2.52				

Table 32 shows the single factor ANOVA by stakeholder's respondents in terms of Research Capabilities. The p-value is 0.208 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the assessment of stakeholder's respondents when grouped according to position as stakeholders. This means that research capabilities did not differ according to groups of stakeholders.

Table 33: Single Factor ANOVA by Stakeholder's Respondents in terms of Qualities of Graduates

Quality of Graduates	Position				
	Weighted Mean	F-value	p-value	Decision	Remarks
LGU Official/Staff	3.62	.541	.706	Accept Ho	Not Significant
PUP Campus Director	4.17				
Campus Administrative Staff	3.46				
Faculty	3.65				
Student	3.67				

Table 33 shows the single factor ANOVA by stakeholder's respondents in terms of Qualities of Graduates. The p-value is 0.706 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the assessment of stakeholder's respondents when

grouped according to position. This means the stakeholders had similar view about quality of graduates regardless of their position as stakeholders.

Table 34: Single Factor ANOVA by Stakeholder's Respondents in terms of Extension Programs/Projects

Extension Project/Programs	Position				
	Weighted Mean	F-value	p-value	Decision	Remarks
LGU Official/Staff	3.58	1.800	.130	Accept Ho	Not Significant
PUP Campus Director	3.56				
Campus Administrative Staff	3.45				
Faculty	3.65				
Student	3.24				

Table 34 shows the single factor ANOVA by stakeholder's respondents in terms of Extension Programs/Projects. The p-value is 0.130 which is greater the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the assessment of stakeholder's respondents when grouped according to position as stakeholders. This means the stakeholders had similar view about extension programs / projects regardless of their position.

Table 35: Single Factor ANOVA by Region in terms of Administrative Services

Administrative Services	Region				
	Weighted Mean	F-value	p-value	Decision	Remarks
NCR	3.79	6.495	.002	Reject Ho	Significant
Region III	4.24				
Region IV-A	3.75				

Table 35 shows the single factor ANOVA by region in terms of Administrative Services. The p-value is 0.002 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Region.

Table 36: Single Factor ANOVA by Region in terms of Academic Services/Staff

Academic Services/Staff	Region				
	Weighted Mean	F-value	p-value	Decision	Remarks
NCR	4.03	1.311	.272	Accept Ho	Not Significant
Region III	4.09				
Region IV-A	3.89				

Table 36 shows single factor ANOVA by region in terms of Academic Services/Staff. The p-value is 0.272 which is greater than 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Region. This means the stakeholders shared similar view about academic services regardless of their region.

Table 37: Single Factor ANOVA by Region in terms of Classroom Facilities

Classroom Facilities	Region				
	Weighted Mean	F-value	p-value	Decision	Remarks
NCR	3.77	.328	.721	Accept Ho	Not Significant
Region III	3.76				
Region IV-A	3.65				

Table 37 shows the single factor ANOVA by region in terms of Classroom Facilities. The p-value is 0.721 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is rejected. There is no significant difference on the descriptive level of assessment when grouped according to Region. This means the stakeholders shared similar view about classrooms regardless of their region.

Table 38: Single Factor ANOVA by Region in terms of Laboratory Facilities

Laboratory Facilities	Region				
	Weighted Mean	F-value	p-value	Decision	Remarks
NCR	3.08	1.124	.327	Accept Ho	Not Significant
Region III	2.89				
Region IV-A	2.74				

Table 38 shows the single factor ANOVA by region in terms of Laboratory Facilities. The p-value is 0.327 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is rejected. There is no significant difference on the descriptive level of assessment when grouped according to Region. This means the stakeholders shared similar view about laboratory facilities regardless of the region where the locally-funded campus was located.

Table 39 shows the single factor ANOVA by region in terms of Sports Facilities. The p-value is 0.883 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Region. This means the stakeholders shared similar view about sports facilities regardless of the region where the PUP campus was located.

Table 39: Single Factor ANOVA by Region in terms of Sports Facilities

Sports Facilities	Region				
	Weighted Mean	F-value	p-value	Decision	Remarks
NCR	2.66	.124	.883	Accept Ho	Not Significant
Region III	2.63				
Region IV-A	2.56				

Table 40: Single Factor ANOVA by Region in terms of Medical Facilities

Medical Facilities	Region				
	Weighted Mean	F-value	p-value	Decision	Remarks
NCR	2.77	1.438	.240	Accept Ho	Not Significant
Region III	2.38				
Region IV-A	2.35				

Table 40 shows the single factor ANOVA by region in terms of Medical Facilities. The p-value is 0.24 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Region. This means the

stakeholders shared similar view about medical facilities regardless of the region where the locally-funded campus was located.

Table 41: **Single Factor ANOVA by Region in terms of Libraries**

Libraries	Region				
	Weighted Mean	F-value	p-value	Decision	Remarks
NCR	3.01	1.380	.254	Accept Ho	Not Significant
Region III	3.21				
Region IV-A	2.92				

Table 41 shows the single factor ANOVA by region in terms of Libraries. The p-value is 0.254 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Region. This means the stakeholders shared similar view about libraries regardless of their region.

Table 42: Single Factor ANOVA by Region in terms of Auditorium

Auditorium	Region				
	Weighted Mean	F-value	p-value	Decision	Remarks
NCR	3.92	4.487	.012	Accept H1	Significant
Region III	2.84				
Region IV-A	2.97				

Table 42 shows the single factor ANOVA by Region in terms of Auditorium. The p-value is 0.012 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is accepted. There exists a significant difference on the descriptive level of assessment when grouped according to Region.

Table 43: Single Factor ANOVA by Region in terms of Campus Location

Campus Location	Region				
	Weighted Mean	F-value	p-value	Decision	Remarks
NCR	4.45	3.867	.023	Accept Ho	Significant
Region III	3.94				
Region IV-A	3.73				

Table 43 shows the single factor ANOVA by region in terms of Campus Location. The p-value is 0.023 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is accepted. There exists a significant difference on the descriptive level of assessment when grouped according to Region.

Table 44: Single Factor ANOVA by Region in terms of Student Services

Student Services	Region				
	Weighted Mean	F-value	p-value	Decision	Remarks
NCR	3.55	.502	.606	Accept Ho	Not Significant
Region III	3.26				
Region IV-A	3.38				

Table 44 shows the single factor ANOVA by region in terms of Student Service. The p-value is 0.606 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Region. This means the stakeholders shared similar view about student services regardless of the region where the locally-funded campus was located.

Table 45: Single Factor ANOVA by Region in terms of Research Capabilities

Research Capabilities	Region				
	Weighted Mean	F-value	p-value	Decision	Remarks
NCR	3.88	8.501	.000	Accept Ho	Significant
Region III	3.22				
Region IV-A	2.56				

Table 45 shows the single factor ANOVA by region in terms of Research Capabilities. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is accepted. There exists a significant difference on the descriptive level of assessment when grouped according to Region.

Table 46: Single Factor ANOVA by Region in terms of Quality of Graduates

Quality of Graduates	Region				
	Weighted Mean	F-value	p-value	Decision	Remarks
NCR	3.79	1.338	.265	Reject Ho	Not Significant
Region III	3.83				
Region IV-A	3.60				

Table 46 shows the single factor ANOVA by region in terms of Quality of Graduates. The p-value is 0.265 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is rejected. There is no significant difference on the descriptive level of assessment when grouped according to Region. This means stakeholders shared similar view about quality of graduates regardless of region.

Table 47: Single Factor ANOVA by Region in terms of Extension Project/Programs

Extension Project/Programs	Region				
	Weighted Mean	F-value	p-value	Decision	Remarks
NCR	3.68	3.663	.027	Reject Ho	Significant
Region III	3.84				
Region IV-A	3.41				

Table 47 shows the single factor ANOVA by region in terms of Extension Project/Programs. The p-value is 0.027 which is less than the 0.05 confidence interval. Thus, the null hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Region. This means that extension services are affected by the region because the extension activities will depend on the thrust of the region where the school is located.

Table 48: Single Factor ANOVA by Population in terms of Administrative Services

Administrative Services	School Population				
	Weighted Mean	F-value	p-value	Decision	Remarks
Less than 500	3.64	4.055	.019	Reject Ho	Significant
501 to 1000	3.74				
More than 1000	3.98				

Table 48 shows the single factor ANOVA by population in terms of Administrative Services. The p-value is 0.019 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to school population. This means that administrative services are affected by the school population because the higher the school population, the more efficient services or personnel will be required.

Table 49: Single Factor ANOVA by Population in terms of Academic Services/Staff

Academic Services/Staff	School Population				
	Weighted Mean	F-value	p-value	Decision	Remarks
Less than 500	3.84	.623	.537	Accept Ho	Not Significant
501 to 1000	3.94				
More than 1000	3.97				

Table 49 shows the single factor ANOVA by population in terms of Academic Services/Staff. The p-value is 0.537 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to School Population. This means the stakeholders shared similar view about academic services regardless of school population.

Table 50: Single Factor ANOVA by Population in terms of Classroom Facilities

Classroom Facilities	School Population				
	Weighted Mean	F-value	p-value	Decision	Remarks
Less than 500	3.31	11.453	.000	Reject Ho	Significant
501 to 1000	3.42				
More than 1000	3.95				

Table 50 shows the single factor ANOVA by Population in terms of Classroom Facilities. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on

the descriptive level of assessment when grouped according to school population. This means that classroom facilities are affected by the school population because the higher the school population, the more classroom facilities will be required.

Table 51: Single Factor ANOVA by Population in terms of Laboratory Facilities

Laboratory Facilities	School Population				
	Weighted Mean	F-value	p-value	Decision	Remarks
Less than 500	2.33	18.305	.000	Reject Ho	Significant
501 to 1000	2.60				
More than 1000	3.15				

Table 51 shows the single factor ANOVA by population in terms of Laboratory Facilities. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to school population. This means that laboratory facilities are affected by the school population because the higher the school population, the more laboratory facilities will be required.

Table 52: Single Factor ANOVA by Population in terms of Sports Facilities

Sports Facilities	School Population				
	Weighted Mean	F-value	p-value	Decision	Remarks
Less than 500	2.09	27.273	.000	Reject Ho	Significant
501 to 1000	2.25				
More than 1000	3.04				

Table 52 shows the single factor ANOVA by population in terms of Sports Facilities. The p-value is 0.00 which is less than 0.05 confidence interval. Thus, the alternative hypothesis is accepted. There exists a significant difference on the descriptive level of assessment when grouped according to school population. This means that sports facilities are affected by the school population because the higher the school population, the more sports facilities will be required.

Table 53 shows the single factor ANOVA by population in terms of Medical Facilities. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected.

Table 53: Single Factor ANOVA by Population in terms of Medical Facilities

Medical Facilities	School Population				
	Weighted Mean	F-value	p-value	Decision	Remarks
Less than 500	1.88	12.943	.000	Reject Ho	Significant
501 to 1000	2.44				
More than 1000	2.59				

There exists a significant difference on the descriptive level of assessment when grouped according to school population. This means that medical facilities are affected by the school population because the higher the school population, the more medical facilities will be required.

Table 54: Single Factor ANOVA by Population in terms of Libraries

Libraries	School Population				
	Weighted Mean	F-value	p-value	Decision	Remarks
Less than 500	2.52	14.281	.000	Reject Ho	Significant
501 to 1000	2.71				
More than 1000	3.30				

Table 54 shows the single factor ANOVA by population in terms of Libraries. The p-value is 0.00 which is less than 0.05 confidence interval. Thus, the null alternative is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to school population. This means that library facilities are affected by the school population because the higher the school population, the more library facilities will be required.

Table 55: Single Factor ANOVA by Population in terms of Auditorium

Auditorium	School Population				
	Weighted Mean	F-value	p-value	Decision	Remarks
Less than 500	2.38	13.222	.000	Reject Ho	Significant
501 to 1000	2.85				
More than 1000	3.39				

Table 55 shows the single factor ANOVA by population in terms of Auditorium. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to school population. This means that presence of auditorium is affected by the school population because the higher the school population, the more facilities will be required.

Table 56: Single Factor ANOVA by Population in terms of Campus Location

Campus Location	School Population				
	Weighted Mean	F-value	p-value	Decision	Remarks
Less than 500	3.44	15.652	.000	Reject Ho	Significant
501 to 1000	3.50				
More than 1000	4.17				

Table 56 shows the single factor ANOVA by population in terms of Campus Location. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to school population. This means that campus location is affected by the school population because the higher the school population, the more facilities like transportation and its accessibility will be required.

Table 57: Single Factor ANOVA by Population in terms of Student Services

Student Services	School Population				
	Weighted Mean	F-value	p-value	Decision	Remarks
Less than 500	2.84	21.234	.000	Reject Ho	Significant

501 to 1000	3.16				
More than 1000	3.74				

Table 57 shows the single factor ANOVA by population in terms of Student Service. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to school population. This means that student services are affected by the school population because the higher the school population, the more efficient student services will be required.

Table 58: Single Factor ANOVA by Population in terms of Research Capabilities

Research Capabilities	School Population				
	Weighted Mean	F-value	p-value	Decision	Remarks
Less than 500	2.70	.413	.662	Accept Ho	Not Significant
501 to 1000	2.72				
More than 1000	2.89				

Table 58 shows the single factor ANOVA by population in terms of Research Capabilities. The p-value is 0.662 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to School Population. This means that research capabilities are not affected by school population.

Table 59: Single Factor ANOVA by Population in terms of Quality of Graduates

Quality of Graduates	School Population				
	Weighted Mean	F-value	p-value	Decision	Remarks
Less than 500	3.53	.806	.448	Accept Ho	Not Significant
501 to 1000	3.65				
More than 1000	3.71				

Table 59 shows the single factor ANOVA by population in terms of Quality of Graduates. The p-value is 0.448 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is

accepted. There is no significant difference on the descriptive level of assessment when grouped according to School Population. This means that the quality of graduates is not affected by school population.

Table 60: Single Factor ANOVA by Population in terms of Extension Project/Programs

Extension Project/Programs	School Population				
	Weighted Mean	F-value	p-value	Decision	Remarks
Less than 500	3.36	3.111	.047	Reject Ho	Significant
501 to 1000	3.43				
More than 1000	3.70				

Table 60 shows the single factor ANOVA by population in terms of Extension Project/Programs. The p-value is 0.047 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to school population. This means that extension projects/programs are affected by the school population because the higher the school population, the more chances to conduct extension projects or services can be realized.

Table 61: Single Factor ANOVA by Source of Funding in terms of Administrative Services

Administrative Services	Source of Funding				
	Weighted Mean	F-value	p-value	Decision	Remarks
Municipal	3.93	10.548	.000	Reject Ho	Significant
Provincial	3.16				
Congressional	3.50				

Table 61 shows the single factor ANOVA by Source of Funding in terms of Administrative Services. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the null hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Source of Funding. This means that the administrative services rendered are affected by the source of funding because the

better the funding flow; the more chances that improvement in administrative services and number of personnel can be realized.

Table 62: Single Factor ANOVA by Source of Funding in terms of Academic Services/Staff

Academic Services/Staff	Source of Funding				
	Weighted Mean	F-value	p-value	Decision	Remarks
Municipal	3.97	2.112	.124	Accept Ho	Not Significant
Provincial	3.65				
Congressional	3.43				

Table 62 shows the single factor ANOVA by Source of Funding in terms of Academic Services/Staff. The p-value is 0.124 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Source of Funding. This means that the source of funding is not likely to affect the kind of academic services rendered in locally-funded campuses.

Table 63: **Single Factor ANOVA by Source of Funding in terms of Classroom Facilities**

Classroom Facilities	Source of Funding				
	Weighted Mean	F-value	p-value	Decision	Remarks
Municipal	3.75	6.260	.002	Reject Ho	Significant
Provincial	3.06				
Congressional	3.71				

Table 63 shows the single factor ANOVA by Source of Funding in terms of Classroom Facilities. The p-value is 0.002 which is less than the 0.05 confidence interval. Thus, the null hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Source of Funding. This means that the presence of classroom facilities are affected by the source of funding because the better the funding flow; the more chances that adequate number of classrooms can be realized.

Table 64: **Single Factor ANOVA by Source of Funding in terms of Laboratory Facilities**

Laboratory Facilities	Source of Funding				
	Weighted Mean	F-value	p-value	Decision	Remarks
Municipal	2.90	9.111	.000	Reject Ho	Significant
Provincial	2.07				
Congressional	2.83				

Table 64 shows the single factor ANOVA by Source of Funding in terms of Laboratory Facilities. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Source of Funding. This means that the presence of laboratory facilities are affected by the source of funding because the better the funding flow; the more chances that the required number of laboratories can be realized.

Table 65: Single Factor ANOVA by Source of Funding in terms of Sports Facilities

Sports Facilities	Source of Funding				
	Weighted Mean	F-value	p-value	Decision	Remarks
Municipal	2.70	8.272	.000	Reject Ho	Significant
Provincial	1.90				
Congressional	3.00				

Table 65 shows the single factor ANOVA by Source of Funding in terms of Sports Facilities. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Source of Funding. This means that the presence of sports facilities are affected by the source of funding because the better the funding flow; the more chances that adequate number of sports facilities can be realized.

Table 66 shows the single factor ANOVA by Source of Funding in terms of Medical Facilities. The p-value is 0.002

which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected.

Table 66: Single Factor ANOVA by Source of Funding in terms of Medical Facilities

Medical Facilities	Source of Funding				
	Weighted Mean	F-value	p-value	Decision	Remarks
Municipal	2.45	6.634	.002	Reject Ho	Significant
Provincial	1.74				
Congressional	2.09				

There exists a significant difference on the descriptive level of assessment when grouped according to Source of Funding. This means that the presence of medical facilities are affected by the source of funding because the better the funding flow; the more chances that adequate medical facilities can be realized.

Table 67: Single Factor ANOVA by Source of Funding in terms of Libraries

Libraries	Source of Funding				
	Weighted Mean	F-value	p-value	Decision	Remarks
Municipal	3.08	14.909	.000	Reject Ho	Significant
Provincial	1.95				
Congressional	2.43				

Table 67 shows the single factor ANOVA by Source of Funding in terms of Libraries. The p-value is 0.00 which is less than 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Source of Funding. This means that the presence of libraries are affected by the source of funding because the better the funding flow; the more chances that adequate library facilities and services can be realized.

Table 68: Single Factor ANOVA by Source of Funding in terms of Auditorium

Auditorium	Source of Funding				
	Weighted Mean	F-value	p-value	Decision	Remarks
Municipal	3.17	14.986	.000	Reject Ho	Significant
Provincial	1.81				
Congressional	1.00				

Table 68 shows the single factor ANOVA by Source of Funding in terms of Auditorium. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Source of Funding. This means that the presence of auditorium is affected by the source of funding because the better the funding flow; the more chances that providing auditorium to locally-funded campuses can be realized.

Table 69: Single Factor ANOVA by Source of Funding in terms of Campus Location

Campus Location	Source of Funding				
	Weighted Mean	F-value	p-value	Decision	Remarks
Municipal	3.98	20.795	.000	Reject Ho	Significant
Provincial	2.76				
Congressional	2.86				

Table 69 shows the single factor ANOVA by Source of Funding in terms of Campus Location. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Source of Funding. This means that the campus location are affected by the source of funding because the better the funding flow; the more chances that adequate campus facilities can be realized.

Table 70: Single Factor ANOVA by Source of Funding in terms of Student Services

Student Services	Source of Funding				
	Weighted Mean	F-value	p-value	Decision	Remarks
Municipal	3.48	14.409	.000	Reject Ho	Significant
Provincial	2.47				
Congressional	2.08				

Table 70 shows the single factor ANOVA by Source of Funding in terms of Student Service. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Source of Funding. This means that the student services are affected by the source of funding because the better the funding flow; the more chances that adequate students' services will be provided to locally-funded campuses.

Table 71: Single Factor ANOVA by Source of Funding in terms of Research Capabilities

Research Capabilities	Source of Funding				
	Weighted Mean	F-value	p-value	Decision	Remarks
Municipal	2.96	8.938	.000	Reject Ho	Significant
Provincial	1.81				
Congressional	1.00				

Table 71 shows the single factor ANOVA by Source of Funding in terms of Research Capabilities. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Source of Funding. This means that the research capabilities are affected by the source of funding because the better the funding flow; the more chances that research capabilities will be developed in locally-funded campuses.

Table 72: Single Factor ANOVA by Source of Funding in terms of Quality of Graduates

Quality of Graduates	Source of Funding				
	Weighted Mean	F-value	p-value	Decision	Remarks
Municipal	3.74	11.472	.000	Reject Ho	Significant
Provincial	2.71				
Congressional	3.50				

Table 72 shows the single factor ANOVA by Source of Funding in terms of Quality of Graduates. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Source of Funding. This means that the quality of graduates are affected by the source of funding because the better the funding flow; the more chances of improving the quality of graduates of locally-funded campuses.

Table 73: Single Factor ANOVA by Source of Funding in terms of Extension Project/Programs

Extension Project/Programs	Source of Funding				
	Weighted Mean	F-value	p-value	Decision	Remarks
Municipal	3.67	16.491	.000	Reject Ho	Significant
Provincial	2.63				
Congressional	3.00				

Table 73 shows the single factor ANOVA by Source of Funding in terms of Extension Project/Programs. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected.

There exists a significant difference on the descriptive level of assessment when grouped according to Source of Funding. This finding means that extension programs and projects are affected by the source of funding because the better the funding flow; the more chances that extension programs and projects will be realized in locally-funded campuses.

Table 74: Single Factor ANOVA by Number of Programs Offered in terms of Administrative Services

Administrative Services	Number of Courses Offered				
	Weighted Mean	F-value	p-value	Decision	Remarks
1 program	4.59	13.226	.000	Reject Ho	Significant
2 programs	3.60				
3 programs	3.34				
4 programs	3.44				
5 programs and more	3.94				

Table 74 shows the single factor ANOVA by Number of Programs Offered in terms of Administrative Services. The p-value is 0.00 which is less than 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Number of Programs Offered. This means that the administrative services are affected by number of programs because the more programs offered, the higher the number of administrative personnel needed or the need for more efficient services will be required in locally-funded campuses.

Table 75 shows the single factor ANOVA by Number of Programs Offered in terms of Academic Services/Staff. The p-value is 0.038 which is less than the 0.05 confidence interval. Thus, the null hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Number of Programs Offered.

Table 75: Single Factor ANOVA by Number of Programs Offered in terms of Academic Services/Staff

Academic Services/Staff	Number of Courses Offered				
	Weighted Mean	F-value	p-value	Decision	Remarks
1 program	4.37	2.590	.038	Reject Ho	Significant
2 programs	3.88				
3 programs	3.76				
4 programs	3.87				
5 programs and more	3.93				

This finding means that academic services and staff are affected by number of programs because the more programs offered, the higher the number of academic staff needed or the

need for more efficient services will be required in locally-funded campuses.

Table 76: Single Factor ANOVA by Number of Programs Offered in terms of Classroom Facilities

Classroom Facilities	Number of Courses Offered				
	Weighted Mean	F-value	p-value	Decision	Remarks
1 program	3.89	6.072	.000	Reject Ho	Significant
2 programs	3.23				
3 programs	3.19				
4 programs	3.29				
5 programs and more	3.87				

Table 76 shows the single factor ANOVA by Number of Programs Offered in terms of Classroom Facilities. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Number of Programs Offered. This means that classroom facilities are affected by number of programs because the more programs offered, the higher the number of classroom facilities needed in locally-funded campuses.

Table 77: Single Factor ANOVA by Number of Programs Offered in terms of Laboratory Facilities

Laboratory Facilities	Number of Courses Offered				
	Weighted Mean	F-value	p-value	Decision	Remarks
1 program	2.76	8.194	.000	Reject Ho	Significant
2 programs	2.35				
3 programs	2.15				
4 programs	2.55				
5 programs and more	3.05				

Table 77 shows the Single Factor ANOVA by Number of Programs Offered in terms of Laboratory Facilities. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Number of Programs Offered. This means that laboratory facilities are affected by number of programs

because the more programs offered, the higher the number of laboratory facilities needed in locally-funded campuses.

Table 78: Single Factor ANOVA by Number of Programs Offered in terms of Sports Facilities

Sports Facilities	Number of Courses Offered				
	Weighted Mean	F-value	p-value	Decision	Remarks
1 program	2.35	7.190	.000	Reject Ho	Significant
2 programs	2.42				
3 programs	2.19				
4 programs	2.09				
5 programs and more	2.89				

Table 78 shows the single factor ANOVA by Number of Programs Offered in terms of Sports Facilities. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the null hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Number of programs Offered. This means that sports facilities are affected by number of programs because the more programs offered, the higher the number of sports facilities needed in locally-funded campuses.

Table 79 shows the single factor ANOVA by Number of Programs Offered in terms of Medical Facilities. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Number of Programs Offered.

Table 79: Single Factor ANOVA by Number of Programs Offered in terms of Medical Facilities

Medical Facilities	Number of Courses Offered				
	Weighted Mean	F-value	p-value	Decision	Remarks
1 program	2.34	6.151	.000	Reject Ho	Significant
2 programs	1.75				
3 programs	1.85				
4 programs	2.17				
5 programs and more	2.57				

This finding means that medical facilities are affected by number of programs because the more programs offered, the higher the number of medical facilities needed in locally-funded campuses.

Table 80: Single Factor ANOVA by Number of Programs Offered in terms of Libraries

Libraries	Number of Courses Offered				
	Weighted Mean	F-value	p-value	Decision	Remarks
1 program	3.60	21.352	.000	Reject Ho	Significant
2 programs	2.53				
3 programs	1.95				
4 programs	2.38				
5 programs and more	3.25				

Table 80 shows the single factor ANOVA by Number of Programs Offered in terms of Libraries. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the null hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Number of Programs Offered. This finding means that libraries are affected by number of programs because the more programs offered, the higher the number of library facilities and services needed especially if the program disciplines are very varied.

Table 81: Single Factor ANOVA by Number of Programs Offered in terms of Auditorium

Auditorium	Number of Courses Offered				
	Weighted Mean	F-value	p-value	Decision	Remarks
1 program	2.85	4.829	.001	Reject Ho	Significant
2 programs	2.85				
3 programs	2.23				
4 programs	2.82				
5 programs and more	3.28				

Table 81 shows the single factor ANOVA by Number of Programs Offered in terms of Auditorium. The p-value is 0.001 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected.

There exists a significant difference on the descriptive level of assessment when grouped according to Number of Programs Offered. This means that the presence of auditorium is affected by number of programs because the more programs offered, the higher the need for auditoriums in PUP locally-funded campuses.

Table 82: Single Factor ANOVA by Number of Programs Offered in terms of Campus Location

Campus Location	Number of Courses Offered				
	Weighted Mean	F-value	p-value	Decision	Remarks
1 program	4.12	8.363	.000	Reject Ho	Significant
2 programs	3.58				
3 programs	3.10				
4 programs	3.58				
5 programs and more	4.04				

Table 82 shows the single factor ANOVA by Number of Programs Offered in terms of Campus Location. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Number of Programs Offered. This means that the campus location is affected by number of programs because the more programs offered, the bigger the need for campus accessibility to its stakeholders.

Table 83 shows the single factor ANOVA by Number of Programs Offered in terms of Student Service. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There exists a significant difference on the descriptive level of assessment when grouped according to Number of Programs Offered.

Table 83: Single Factor ANOVA by Number of Programs Offered in terms of Student Services

Student Services	Number of Courses Offered				
	Weighted Mean	F-value	p-value	Decision	Remarks
1 program	3.37	11.971	.000	Accept H1	Significant

2 programs	3.16				
3 programs	2.62				
4 programs	2.89				
5 programs and more	3.68				

This finding means that student services are affected by number of programs because the more programs offered, the higher the number of staff needed or the need for more efficient student services will be required.

Table 84: Single Factor ANOVA by Number of Programs Offered in terms of Research Capabilities

Research Capabilities	Number of Courses Offered				
	Weighted Mean	F-value	p-value	Decision	Remarks
1 program	3.21	5.148	.001	Reject Ho	Significant
2 programs	3.74				
3 programs	2.02				
4 programs	2.89				
5 programs and more	2.77				

Table 84 shows the single factor ANOVA by Number of Programs Offered in terms of Research Capabilities. The p-value is 0.001 which is less than the 0.05 confidence interval. Thus, the alternative hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Number of Programs Offered. This finding means that research capabilities are affected by number of programs because the more programs offered, the higher the number of research capability training needed especially if the program disciplines are very varied.

Table 85: Single Factor ANOVA by Number of Programs Offered in terms of Quality of Graduates

Quality of Graduates	Number of Courses Offered				
	Weighted Mean	F-value	p-value	Decision	Remarks
1 program	3.95	1.907	.111	Accept Ho	Not Significant
2 programs	3.80				
3 programs	3.39				
4 programs	3.43				
5 programs and more	3.67				

Table 85 shows the single factor ANOVA by Number of Programs Offered in terms of Quality of Graduates. The p-value is 0.111 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted.

There is no significant difference on the descriptive level of assessment when grouped according to Number of Programs Offered. This means that the quality of graduates is not affected by the number of programs offered in locally-funded campuses.

Table 86: Single Factor ANOVA by Number of Programs Offered in terms of Extension Project/Programs

Extension Project/Programs	Number of Courses Offered				
	Weighted Mean	F-value	p-value	Decision	Remarks
1 program	4.00	6.513	.000	Reject Ho	Significant
2 programs	3.89				
3 programs	2.94				
4 programs	3.38				
5 programs and more	3.61				

Table 86 shows the single factor ANOVA by Number of Programs Offered in terms of Extension Project/Programs. The p-value is 0.00 which is less than the 0.05 confidence interval. Thus, the null hypothesis is rejected. There exists a significant difference on the descriptive level of assessment when grouped according to Number of Programs Offered. This finding means that extension programs and projects are affected by number of programs because the more programs offered, the higher the number of extension capability training needed especially if the program disciplines are very varied.

Table 87 shows the single factor ANOVA by Municipality in terms of Administrative Services. The p-value is 0.745 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Municipality.

Table 87: Single Factor ANOVA by Municipality in terms of Administrative Services

Administrative Services	Municipality Classification				
	Weighted Mean	F-value	p-value	Decision	Remarks
Class A	3.74	.411	.745	Accept Ho	Not Significant
Class B	3.93				
Class C	3.86				
Class D	3.92				

This finding means that the stakeholders share similar view on administrative services regardless of the municipality classification of the campus location.

Table 88: Single Factor ANOVA by Municipality in terms of Academic Services/Staff

Academic Services/Staff	Municipality Classification				
	Weighted Mean	F-value	p-value	Decision	Remarks
Class A	3.82	1.035	.379	Accept Ho	Not Significant
Class B	3.94				
Class C	4.24				
Class D	4.25				

Table 88 shows the single factor ANOVA by Municipality in terms of Academic Services/Staff. The p-value is 0.379 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Municipality. This means the stakeholders shared similar view about academic services regardless of municipality classification of the campus location.

Table 89: Single Factor ANOVA by Municipality in terms of Classroom Facilities

Classroom Facilities	Municipality Classification				
	Weighted Mean	F-value	p-value	Decision	Remarks
Class A	3.52	.265	.851	Accept Ho	Not Significant
Class B	3.66				
Class C	3.35				
Class D	3.57				

Table 89 shows the single factor ANOVA by Municipality in terms of Classroom Facilities. The p-value is 0.851 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Municipality. This means the stakeholders shared similar view about classroom facilities regardless of municipality classification of the campus location.

Table 90: Single Factor ANOVA by Municipality in terms of Laboratory Facilities

Laboratory Facilities	Municipality Classification				
	Weighted Mean	F-value	p-value	Decision	Remarks
Class A	2.70	.644	.588	Accept Ho	Not Significant
Class B	2.75				
Class C	2.52				
Class D	1.92				

Table 90 shows the single factor ANOVA by Municipality in terms of Laboratory Facilities. The p-value is 0.588 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Municipality. This means the stakeholders shared similar view about laboratory facilities regardless of municipality classification of the campus location.

Table 91: Single Factor ANOVA by Municipality in terms of Sports Facilities

Sports Facilities	Municipality Classification				
	Weighted Mean	F-value	p-value	Decision	Remarks
Class A	2.52	2.109	.101	Accept Ho	Not Significant
Class B	2.64				
Class C	1.76				
Class D	2.69				

Table 91 shows the single factor ANOVA by Municipality in terms of Sports Facilities. The p-value is 0.101 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is

accepted. There is no significant difference on the descriptive level of assessment when grouped according to Municipality. This means the stakeholders shared similar view about sports facilities regardless of municipality classification of the campus location.

Table 92 shows the single factor ANOVA by Municipality in terms of Medical Facilities. The p-value is 0.087 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Municipality.

Table 92: Single Factor ANOVA by Municipality in terms of Medical Facilities

Medical Facilities	Municipality Classification				
	Weighted Mean	F-value	p-value	Decision	Remarks
Class A	2.28	2.226	.087	Accept Ho	Not Significant
Class B	2.51				
Class C	1.89				
Class D	1.09				

This finding means the stakeholders shared similar view about medical facilities regardless of municipality classification of the campus location.

Table 93: Single Factor ANOVA by Municipality in terms of Libraries

Libraries	Municipality Classification				
	Weighted Mean	F-value	p-value	Decision	Remarks
Class A	2.90	1.711	.167	Accept Ho	Not Significant
Class B	2.76				
Class C	2.33				
Class D	1.79				

Table 93 shows the single factor ANOVA by Municipality in terms of Libraries. The p-value is 0.167 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Municipality. This means the stakeholders shared similar view about library

facilities and services regardless of municipality classification of the campus location.

Table 94: Single Factor ANOVA by Municipality in terms of Auditorium

Auditorium	Municipality Classification				
	Weighted Mean	F-value	p-value	Decision	Remarks
Class A	2.87	1.289	.280	Accept Ho	Not Significant
Class B	3.08				
Class C	2.50				
Class D	1.50				

Table 94 shows the single factor ANOVA by Municipality in terms of Auditorium. The p-value is 0.280 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Municipality. This finding means the stakeholders shared similar view about the presence of auditorium regardless of municipality classification where the campus is located.

Table 95 shows the single factor ANOVA by Municipality in terms of Campus Location. The p-value is 0.925 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted.

Table 95: Single Factor ANOVA by Municipality in terms of Campus Location

Campus Location	Municipality Classification				
	Weighted Mean	F-value	p-value	Decision	Remarks
Class A	3.71	.156	.925	Accept Ho	Not Significant
Class B	3.83				
Class C	3.62				
Class D	3.93				

There is no significant difference on the descriptive level of assessment when grouped according to Municipality. This finding means the stakeholders shared similar view about campus location regardless of municipality classification.

Table 96: Single Factor ANOVA by Municipality in terms of Student Service

Student Service	Municipality Classification				
	Weighted Mean	F-value	p-value	Decision	Remarks
Class A	3.23	.681	.565	Accept Ho	Not Significant
Class B	3.45				
Class C	3.14				
Class D	2.63				

Table 96 shows the single factor ANOVA by Municipality in terms of Student Service. The p-value is 0.565 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Municipality. This means the stakeholders shared similar view about student services regardless of municipality classification of where the campus is located.

Table 97: Single Factor ANOVA by Municipality in terms of Research Capabilities

Research Capabilities	Municipality Classification				
	Weighted Mean	F-value	p-value	Decision	Remarks
Class A	2.66	.304	.822	Accept Ho	Not Significant
Class B	2.84				
Class C	2.89				
Class D	2.33				

Table 97 shows the single factor ANOVA by Municipality in terms of Research Capabilities. The p-value is 0.822 which is greater than the 0.05 confidence interval. Thus, null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Municipality. This means the stakeholders shared similar view in terms of research capabilities regardless of municipality classification of where the campus is located.

Table 98: Single Factor ANOVA by Municipality in terms of Quality of Graduates

Quality of Graduates	Municipality Classification				
	Weighted Mean	F-value	p-value	Decision	Remarks
Class A	3.55	1.896	.133	Accept Ho	Not Significant
Class B	3.83				
Class C	3.81				
Class D	5.00				

Table 98 shows the single factor ANOVA by Municipality in terms of Quality of Graduates. The p-value is 0.133 which is the greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Municipality. This means that stakeholders shared similar view quality of graduates regardless of municipality classification of where the campus is located.

Table 99: Single Factor ANOVA by Municipality in terms of Extension Project/Programs

Extension Project/Programs	Municipality Classification				
	Weighted Mean	F-value	p-value	Decision	Remarks
Class A	3.34	2.310	.078	Accept Ho	Not Significant
Class B	3.76				
Class C	3.93				
Class D	3.50				

Table 99 shows the single factor ANOVA by Municipality in terms of Extension Project/Programs. The p-value is 0.078 which is greater than the 0.05 confidence interval. Thus, the null hypothesis is accepted. There is no significant difference on the descriptive level of assessment when grouped according to Municipality. This means the stakeholders shared similar view about extension projects and programs regardless of municipality classification of where the campus is located. There is no significant difference among all locally-funded PUP campuses in the conduct of an extension programs because of the moratorium or restriction order issued by PUP Administration following the memorandum order released by

Commission on Higher Education (CHED) to all SUCs pertaining to the conduct of extension projects (Bulacan State University, August 19, 2014 tragedy). While it is true that in the public sector the governance perspective extends beyond traditional players and looks at the development of a broad range of non-state actors including business, media, civil society, and faith-based groups. The ability of government to generate trust that allows people to work together towards national development is seen as a critical factor in good governance. In this sense, as Morgan and Qualman (1996) assert, "the effectiveness of organizational performance comes as much from the political culture of the country as it does from the efficiency of its organization. Beyond the confines of the organization itself, the political and social environments need to be studied closely. The clarity of the government's articulated directions, the quality and speed of policy formulation to create the "enabling environment", which according to Leveriza (2006) policy-making is the prerogative of the political or elected actors in the government.

Problems Encountered by LGU-Funded PUP Campuses

The problems encountered in governance operation of the LGU-funded PUP campuses are presented in Table 100.

Table 100 shows the weighted mean scores of the problems encountered in governance operation of the LGU-Funded PUP Campuses. It registered a general weighted mean of 2.94. This implied that the problems encountered were "moderately serious" in governance operation of the LGU-funded PUP Campuses.

Table 100: Weighted Mean of the Problems Encountered in Governance Operation System of the LGU-Funded PUP Campuses

	Problems Encountered in Governance operation of the LGU-Funded PUP Campuses	Weighted Mean	Verbal Interpretation
1	There is a problem related to budget allocation for other operating expenses.	3.40	Moderately Serious
2	There is a problem on processing of request for funding of campus activity.	3.30	Moderately Serious

3	There is a problem on availability of a shuttle service.	3.15	Moderately Serious
4	There is a problem on LGU financial support to campus activities.	3.13	Moderately Serious
5	There is a problem on availability of budget for the accommodation of delegates from the main campus and from other agencies.	3.05	Moderately Serious
6	There is a problem on financial support to students' activities.	2.94	Moderately Serious
7	There is a problem on LGU moral support to campus activities.	2.75	Moderately Serious
8	There is a problem on acquisition of lot and land title of the campus.	2.60	Moderately Serious
9	There is a problem relative to consultation/coordination of LGU to PUP.	2.60	Moderately Serious
10	There is a problem on ownership of buildings in the campus.	2.57	Moderately Serious
	General Weighted Mean	**2.94**	**Moderately Serious**

Legend: 4.50-5.00, Outstanding; 3.50–4.49, Very Satisfactory; 2.50–3.49, Satisfactory; 1.50–2.49, Fair; 1.00–1.49, Poor.

This is evident in the highest indicator showing that "there is a problem related to budget allocation for other operating expenses" with the weighted mean of 3.40. This implied that there are problems on the budget allocation. The next indicator states that "there is a problem on processing of request for funding of campus activity' with the weighted mean of 3.30. This finding confirms that there is problem in processing the request in the school. On the third rank was the statement saying that "there is a problem on availability of a shuttle service" with the weighted mean of 3.15. This showed that availability of shuttle service is a problem in the school.

On the least was the statement telling that "there is a problem on ownership of buildings in the campus" with the weighted mean of 2.57. This indicated that the least problem is ownership of building.

Proposed Enhanced Governance Operation System for All Locally-Funded Schools

This study gives a brief overview of the governance operational system being implemented in the different locally funded ***PUP Campuses*** spread out all over Luzon Island. As cited in the

findings of this study, each campus assures that quality services expected in the higher education institutions in the Philippines is met the highest possible means with the ***Local Government Unit*** as the major partner of PUP in the delivery of quality education right at the doorstep of every Filipino. Governance system is a process-driven approach with specific phases to help establish the goals. In PUP, good governance can be observed thru the application of scientific management, and proper consultation. As a proof, the seal of good governance and transparency is shown in its website.

In addition, this paper may answer the changing trends in the system of tertiary education, and the quality of governance operation system or processes must change with it. Governance is a process that requires concerted efforts of all stakeholders in order to realize the so called quality tertiary education. This paper recommends that quality governance system must become an essential part of the institutional management and planning.

RATIONALE

It is in this study that we can determine the critical process of verifying whether products or services meet or exceed not only of our customer or main client expectations – the students, but all other stakeholders as ***civil societies*** do to its organization. Objectively, it measures the kind of support being provided by each local government unit in complementing the vision, mission, philosophy as well as the goals and objectives of the University. Thus, there is the need to assess and validate different campus or institutional governance systems, and learn about the features that make them effective, finding new ways to delineate quality, adaptable to different circumstances; which thereafter may serve as an example to other LGUs in franchising PUP or any other colleges or universities and adopt as their own locally funded school.

Lastly, this study provides an evidence on the contributions of PUP System to innovation and ***employment*** as well as the kind of extension projects that it extend to community. It has established proper linkages with prominent people, ***non-governmental organizations***, and the ***business industry*** that help shapes the future of this nation. The PUP locally-funded campuses are the tangible proof of the university's contribution in the continuing development of our society through quality of graduates that it has produced already able to match society's expectations as engines of innovative growth and achieve their full potential as human being.

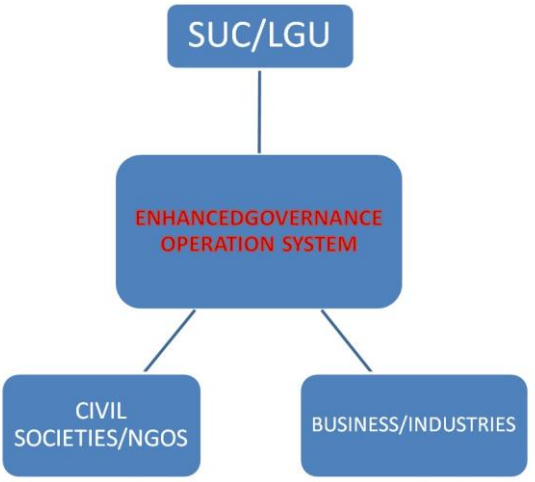

Figure 3: Enhanced SUC Governance Operation System

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This Chapter discusses the findings based on the questionnaires gathered from the respondents. The researcher presented his conclusions and recommendations based on the findings of the study.

Summary

The main objective of the study was to determine and assess how governance system including its funding is being done and

carried out by each of the local chief executive of Local Government Units in terms of school administration and facilities, such as library and laboratories, curriculum and instruction, research, extension and community service, maintenance and other operations of the locally funded PUP campus as well as the teaching and non-teaching personnel development programs. It also aimed to characterize and assess the present status and set up of all locally funded PUP Campuses which can serve as a model for all other LGU-funded schools in the Philippines. The researcher combined quantitative and qualitative research methods for the study. Descriptive method was used to gather quantitative information through a validated questionnaire accomplished by 214 respondents from 13 PUP locally-funded Campuses in Luzon. Documentary analysis was employed using secondary data from the Office of the Branches and Campuses to reinforce and substantiate the data obtained from the questionnaires. Interviews of some experts and authorities in the field of education as well as focused group discussion with the directors of locally-funded campuses were conducted to validate the survey results. Statistical tools used in data analysis included frequency and percentage distributions, weighted mean, F-Test One-Way ANOVA, and ranking.

Findings

Based on the data gathered, the following were summarized:

1. The profile of stakeholder-respondents is summarized into: 1.1. Position: Respondents were comprised of those working as "faculty" of the school with the highest frequency of 117 (54.67%) followed by "students" enrolled in the school (51 or 23.83%); the LGU Official/Staff (21 or 9.81%); the Campus Administrative staff (20 or 9.35%); three (3) PUP Campus Directors (1.40%) and two respondents with no position indicated. 1.2. Region: Most of the respondents (140 or 65.42%) were living in the Region IV-A where majority of locally-funded campuses are located followed by

respondents from Region III (43 or 20.10%); 15 respondents (7.00%) were living in NCR while 16 (7.48%) gave "no response." 1.3. School Population: The highest proportion (99 or 46.26%) had a school population of more than 1000. This was followed by those with less than 500 school population (62 or 29.98%) and 44 respondents (20.56%) with school population of 501 to 1000. There were 9 or 4.20% with "no response". 1.4. Source of Funding: Most (176 or 82.20%) of the respondents had campus funding from the Municipal Government followed by those (24 or 11.20%) with funds coming from the Provincial Government, a lone respondent (0.47%) who reported to have funding coming from Congress and 13 (6.07%) who had no response. 1.5. Number of Programs: Majority (111 or 51.87%) of respondents offered 5 or more programs, followed by those having 3 programs (33 or 15.42%), 4 programs (26 or 12.15%), 1 program (23 or 10.75%), 2 programs (15 or 7.01%) while 6 respondents (2.80%) had "no response". 1.6. Municipality Classification: Majority (131 or 61.22%) of the respondents belonged to Class A municipalities with 25 (11.68%) from Class B, and a few from Class C (9 or 4.21) and Class D (2 or 0.93%) but there were 47 respondents (21.96%) with "no response" probably because they did not know to which classification their municipality belonged.

2. The assessment of the governance operation system was rated using weighted mean (WM) for each group of indicators. The academic services (WM=3.92), administrative services (WM=3.83), campus location (WM=3.80), quality of graduates (WM=3.65), classroom facilities (WM=3.64) and extension projects (WM=3.52) were assessed to be "very satisfactory" by stakeholders. On the other hand, student services (WM=3.33), auditorium (WM=2.97), libraries (WM=2.92), research capabilities (WM=2.78), laboratory facilities (WM=2.77) and sports facilities (WM=2.57) were rated "satisfactory". Medical

facilities (WM=2.34) obtained the lowest rating interpreted as "fair".

Although both the academic services and administrative services indicators were rated "very satisfactory", the "availability of the faculty manual" and the "availability of the administrative manual" were both assessed as "satisfactory' thus these documents are needed in the locally-funded campuses. All indicators in the quality of graduates were rated "very satisfactory except for "tracer study of graduates" which is a very important indicator of quality and excellence of the programs offered. While classrooms were "very satisfactory by the stakeholders, function rooms and multi-media rooms need to be produced. The extension projects will be much improved with "support from the LGU", "budget allotment" and "stakeholders' participation" since these indicators was only "satisfactory." The lowest ratings of "fair" were obtained in indicators under laboratory, sports and medical facilities.

3. On the assessment of stakeholder-respondents if significant differences existed on the descriptive level of assessment when grouped according to stakeholders' classification, significant differences existed in all variables except for research capabilities, quality of graduates and extension programs which were not significant. Along with Region where locally-funded campuses were located, significant differences existed on the descriptive level of assessment in terms of administrative services, auditorium, campus location, research capabilities and extension programs; the rest of the variables did not show significant differences. Under school population, there existed significant differences on the descriptive level of assessment in all variables except for research capabilities, and quality of graduates which were not significant. In source of funding, significant differences existed in all variables except for academic services/staff which was not

significant. In terms of number of programs offered, significant differences existed in all variables except for quality of graduates which was not significant. Along with municipality classification of the locally-funded campuses, no significant differences existed on the descriptive level of assessment in terms of the variables studied.

4. All of the problems encountered by stakeholder-respondents in governance operation system of the LGU-funded PUP campuses were considered "moderately serious. These problems were identified to be "related for budget allocation for other operating expenses", "on processing of request for funding of campus activity"' "on availability of shuttle service"' "on LGU financial support to campus activities"' "on availability of budget for the accommodation of delegates from the main campus and from other agencies", "on financial support to students' activities"' "on LGU moral support to campus activities"' "on acquisition of lot and land title of the campus"', "relative to consultation/ coordination of LGU to PUP"' and "on ownership of buildings in the campus".
5. Proposed suggestions for an Enhanced Governance Operation System were determined and crafted.

Conclusions

Based on the findings as summarized, the following were concluded:

1. The stakeholder-respondents were comprised mostly of faculty members of the locally-funded schools, living in Region IV-A, having a school population of more than 1000, funds coming from the municipal government, having 5 or more program offerings and belonging to Class A municipalities.
2. The governance operation system rated "very satisfactory" by stakeholders were the indicators on academic services, administrative services, campus location, quality of graduates, classroom facilities, and

extension projects while the indicators on student services, auditorium, libraries, research capabilities, laboratory facilities, and sports facilities were rated "satisfactory". Medical facilities obtained the lowest rating interpreted as "fair".

3. There existed significant differences in the level of assessment of stakeholder-respondents of the campus governance operation of LGU-funded PUP Campuses when the respondents are grouped according stakeholder-classification, according to school population, according to source of funding, and according to number of programs offered in the locally-funded campuses.
4. The problems encountered in governance operation of the LGU-Funded PUP Campuses were moderately serious and concerned with budget allocation and processing of request for funding activities, moral support of LGUs, land titles and ownership of buildings, and availability of shuttle services.
5. A proposed Enhanced Governance Operation System was endorsed by the researcher.

Recommendations

Based on the conclusions drawn, the following were recommended:

1. The researcher recommends a comparative study of the locally-funded campuses to be able to determine the intercomparability value of being a locally-funded school.
2. The Campus directors should focus on the indicators that obtained the lowest ratings of "fair" especially in laboratory, sports and medical facilities such as a dental laboratory or clinic where dental equipment are installed to meet the needs of the school for medical and dental services. Likewise, indicators deemed important evidences of quality and excellence such as tracer study

of graduates, availability of faculty and administrative manuals and the provision of specialized laboratories needed by programs such as Engineering and Hospitality Management must be looked into for appropriate action. Clear policies regarding allocation and processing of funds for campus activities must be established in locally-funded campuses.

3. The researcher recommends strengthening the locally-funded campuses by intensifying their budget statement or allocation every year that can be used to sustain the governance operation system of all locally-funded PUP Campuses situated across Luzon. Likewise, the degree programs offered by the campuses must be rationalized vis-a-vis existing facilities, research and extension capabilities. A long-term site development plan of the locally-funded campuses is also recommended. With this, the researcher further recommends to revisit the existing MOA.
4. The researcher recommends an enhanced governance operation system to counteract the problems encountered by considering not only the LGU but other important stakeholders of SUCs such as the civil societies, NGOs, POs, and the business and industry partners that absorbed our graduates. Thus, there is a need to revisit its existing memorandum of agreement (MOA).
5. The researcher recommends the application and utilization of his Proposed Enhanced Governance Operation System for locally-funded campuses.

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