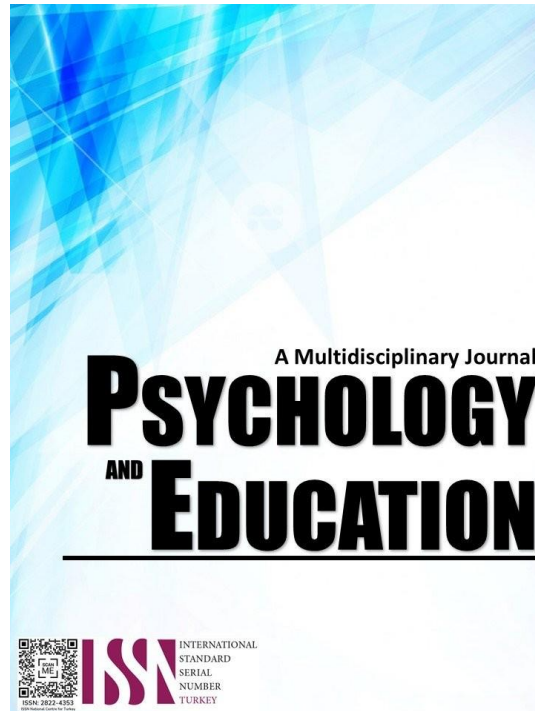


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Managing Visions and Implementation Gaps of Local Colleges Towards the Formulation of a Development Agenda

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Abstract

The establishment of local colleges in the province of Bohol has significantly broadened access to higher education opportunities for its people to its populace. These local colleges, overseen by the local government units (LGU), play a pivotal role in shaping the educational landscape of the province. This study carefully investigates the strategic frameworks employed by the six (6) Local Colleges of Bohol in managing visions and pinpointing the gaps that hinder these local colleges in the realization of their respective institutional visions. The study also proposed interventions in regards to the gaps and develop agenda for local colleges to attain their vision. This qualitative study used thematic approach to examine the perspectives of 25 top administrators gathered through a one-on-one interview. Central to the findings is the recurrent theme of local colleges' vision revolving around the twin pillars of quality and excellence, underpinned by a steadfast commitment to core values. Actions and initiatives of local colleges were further evaluated based on the five key result areas identified by CHED. Interviews with the top administrators disclosed financial gap as the primary factor challenging the attainment of its institutions' vision since local colleges are underfunded. As resource-dependent institutions, local colleges needed relative independence and management control to move forward in carrying the attainment of its vision. The study concludes that the latent potential within local colleges have to realize their visions, contingent upon cohesive collaboration among various subsystems, including the LGU officials. Finally, the study proffers a comprehensive set of recommendations and a five-point development agenda that may warrant the success, sustainability, and operational efficacy of local colleges across Bohol province.

Keywords: *financial challenges, institutional development, local colleges, vision and mission*

Introduction

Fundamental to managing educational institutions is determining goals, and linking educational theories to actions is very crucial to all institutions (Ghasemy, 2014). Local colleges as higher education institutions have been established out of distinctive goals and objectives articulated as institutions' visions. Kantabutra (2020) emphasized that institutional vision guides organizational members and even the stakeholders in performing their roles and responsibilities in the journey towards transforming vision ideas into action.

Purposively, the establishment of local universities and colleges (LUC) in the country is rooted in a general mandate of the Philippine Constitution. It aimed to achieve its vision of promoting quality tertiary education and making tertiary education accessible to all.

In the past few years, the country witnessed a dramatic increase of Local Government Unit (LGU) run colleges nationwide. In 2015, the Commission on Higher Education (CHED) listed 101 LUCs nationwide, offering technical and vocational training and degree-granting programs (CHED, 2016). Given their preference to serve the poor and marginalized sectors of the Philippine society at the local level, LUCs play a massive role in addressing the country's higher education problem (Chao, 2012; Dayrit, 2005). The remarkable increase of local colleges addressed the accessibility of tertiary education in the country.

At present, local colleges continue to grow in number even in the Province of Bohol. Popularity of local colleges has spread all over the province prompting local government units of different municipalities to also consider opening one. The initiative is primarily intended to open easy access to tertiary education through ordinances and other enabling acts (Cepeda, 2018).

Unfortunately, Durban and Catalan (2012) unveiled that the expansion of educational opportunities brought about by these HEIs is accompanied by a deteriorating quality of education in the country. Specifically, for local colleges, it was reported that only a few of the courses offered in these colleges have permits from the government and are operating for commercial benefit (Chua, 2011). Admittedly, the entry of local government units into higher education has addressed only the 'equity' and 'access' gap in higher education, but the decentralized set-up has affected the state of quality of HEIs in the country (Montemar et al., 2013).

Moreover, Licuanan (2019), former CHED Director, identified specific issues haunting LUCs such as lack of overall vision, framework, and plan for higher education resulting in the proliferation of low-quality higher education institutions (HEIs) and programs, and inadequate faculty credentials. Apparently, these prevailing conditions are also evident in the local colleges of Bohol.

In the existing literature, as to date, limited studies address the vision management strategies, and implementation gaps instituted and experienced by local colleges in the Province of Bohol in attaining institutional vision. This is an apparent gap that this research attempted to fill in.

A better view on the mechanics adapted by local colleges in managing the attainment of their institutional vision and in closing the identified gaps must be substantiated especially on specified dimensions to be rationalized by the Commission on Higher Education

(CHED). This intends to help local colleges improve quality of instruction and performance as stipulated, specified and contextualized in their respective institutional vision. Further, these developments prompted the researcher, at a personal level, who is a local college instructor aiming to formulate and develop a functional development agenda through the findings of this study.

Research Questions

The study aimed to investigate the strategies in managing visions of the Local Colleges of Bohol and identify the gaps that hinder local colleges in achieving respective institutional vision. The study also proposed interventions in regards to the gaps and develop agenda for local colleges to attain their vision. Specifically, the study sought to answer the following questions:

1. What are the visions of the local colleges of Bohol?
2. What actions and initiatives were implemented by the institution for the attainment of its vision?
3. What are the gaps that hinder the local colleges in implementing the strategies to attain their vision?
4. What actions or interventions were implemented to fully attain the institutional vision?

Methodology

Research Design

In the best interest of achieving the desired result, the researcher believed that qualitative design can provide better understanding of the study since it is more concerned with the nature and explanation of phenomena (Coughlan, 2019). Qualitative research is a type of educational research in which the researcher heavily depends on the views of participants (Cowell, 2012).

Qualitative Research is principally investigative research that provides understanding of fundamental inquiries and reasons. It is accepted efficient in uncovering trends in thoughts and opinions, and diving deeper into the problem for it allows natural interaction and collaboration between the researcher and the target research participants (Prieto et al, 2017).

According to Mile and Auberman (2009), data of qualitative research are source of well-grounded, rich descriptions and explanations of processes in identifiable local contexts. With qualitative data, one can preserve chronological flow that is to see precisely which events lead to which consequences, and derive fruitful explanations. The methods used in this type of research are concerned with how human actions and experiences can be explained (Flick, Von 8 Steinke, 2004).

Specifically, this study utilized the thematic method in analyzing the qualitative data. According to Caulfield (2022), thematic analysis will allow the researcher to identify common themes through closely studying and looking into the data gathered from interview and transcripts. Themes are topics, ideas, and actively constructed patterns of meaning that come up repeatedly and are considered important a new data set that can efficiently answer a research question (Kiger & Varpio, 2020).

Caulfield (2022) added that thematic approach gives more space and limit limitations allowing flexibility in easily interpreting large set of data by organizing repeated patterns into themes. This study was carried out by interviewing the target participants and shall be undertaken within the local colleges of Bohol, Philippines.

Participants

The participants of the study were the 25 out of 51 top administrators of the six (6) local colleges of Bohol.

In determining the respondents of the study, the researcher utilized purposive sampling. This sampling method is a form of non-probability sampling widely used in qualitative research. The researcher can purposely identify and select respondents who are alleged to be knowledgeable and information rich (Calmorin, 2016).

Moreover, this survey sampling method requires researcher to have a deep understanding on the purpose of the research to sort out eligible participants who can provide a deep and comprehensive data about the phenomenon under study.

In detail, the researcher surveyed the top administrators of the different local colleges who have at least two (2) years in his/her current administrative position and have either master's or doctor's degree. Since there are only limited top administrators from the six (6) local colleges who can serve as primary data sources, purposive sampling method prove to be effective and appropriate due to the nature of the research design, aims and objectives of the study. College personnel not fitting the prescribed qualifications were not tapped to be the participants.

In addition, the researcher utilized the maximum variation technique of purposive sampling in order to examine a diverse range of cases that are all relevant to the vision management strategies, implementation gaps experience, and intervention programs of local colleges. For this purpose, the researcher selected top administrators from different administrative offices such as college president, vice presidents, directors, and program chairs from each institution. Further, this technique allows researcher to gain as much insight from as many angles as possible during the data gathering procedures.

In general, top administrators have been purposively identified based on their length of service and educational qualifications since they were considered rich sources of information for the study. They were asked to answer interview questions to collate data pertaining to the study undertaken.

Table 1. *Distribution of Respondents*

<i>Local Colleges</i>	<i>Administrators</i>	
	<i>Total</i>	<i>Qualified</i>
Talibon Polytechnic College	8	5
Collegio De Getafe	7	2
Trinidad Municipal College	12	5
Buenavista Community College	10	4
Tagbilaran City College	9	6
Danao Technological College	5	3
Total	51	25

Instruments

To gather the pertinent data of this study, the researcher conducted an in-depth interview as the primary data collection technique. Hence, an interview guide was carefully prepared and organized as the main instrument of the study to collect empirical data. This instrument ensures systematic procedure in gathering relevant information. The interview guide questions were carefully made to fit the aims of the study.

In particular, the researcher made use of the semi-structured type of interview where both closed and open-ended questions could be used. Semi-structured interview allows the respondent to freely answer the given questions and permits the researcher to explore more information by asking additional information when needed (Prieto, 2017). The focus is allowing the interviewee to disclose and share his/her own story rather than just merely answering structured questions.

This semi-structured interview was conducted face to face. This allowed both the researcher and the respondent to be aware of the non-verbal cues that can become important factors to enhance understanding and uncover hidden meanings of what is being discussed (Coughlan, 2009).

The interview guide was composed of three sections. Section 1 contained the warm-up questions that would be asked to invite the interest of the respondents in responding the succeeding questions and to initially build trust and rapport. Section 2 presents the main questions and the last section, section 3, represents the probing questions. In so doing, questions are properly sequenced from the non-threatening introductory question to the more sensitive core questions.

Subsequently, five (5) main questions with regards to the specific problems of the study were prepared as well in the interview guide. Answers to these questions were further clarified and elaborated through the use of prompt questions which were used to encourage and to elicit compelling response from the participants. Probing questions allow the researcher to uncover deeper levels of meaning and seek clarity on the topics of interest (Coughlan, 2019).

Procedure

This qualitative study was undertaken through interview, transcripts, and thematic analysis. For the proposed interview, permission for its conduct was secured from the Dean of Holy Name University (HNU) College of Education. Permission from the college presidents was secured as well. Pens, field notes, and a recorder were utilized as instruments in the data gathering process.

A semi-structured interview guide was purposely completed beforehand and was used to collect empirical data from the identified participants.

The researcher then visited the college presidents of the six (6) institutions and asked their consent and approval in conducting the interview given that some pieces of information were confidential. A mutually agreed venue and time in conducting the interview were made.

On the agreed time and date, the researcher personally visited the respondents in their respective institutions to conduct the one-on-one interview. Although the length of interviews varied depending on the response of the participants, most interviews lasted between 30 minutes up to one hour. This provided sufficient time to gather relevant data needed.

The participants were oriented about the nature of the interview and the events that happened during the interview process that included the audio recording that would be of great use in transcribing the recorded conversation.

The gathered data were transcribed and analyzed carefully. Significant statements were extracted from it and were given formulated meanings that were organized to create themes as previously discussed in the steps of conducting thematic analysis. Intelligent verbatim transcription and edited transcription were the transcription methods used.

As to Streefkerk (2022), intelligent verbatim transcription is the most common among all transcription methods. The method results in a more readable transcript since it allows correcting grammar mistakes, broken sentences, and dangling paragraphs. Here the researcher will write down every single word omitting only irrelevant filters and adlibs like “uhm”, “yeah”, “you know” etc.

Meanwhile, edited transcription method is a summarized and edited version of an intelligent verbatim transcript. This method does not



only tolerate omitting filters but also allows omitting irrelevant sentences as long as it do not alter the meaning and thought of the statement.

The statements were then subjected to thematic analysis to identify themes recurrent in the visions of the colleges in Bohol. Thematic analysis is deemed to provide this study a more profound analysis and understanding. Both inductive and deductive approaches of thematic analysis had been observed and practiced in this study. The inductive approach is done when the researcher used the gathered data in determining the themes.

Three of the five research questions were subjected to an inductive approach where the researcher used the gathered data in determining the themes. This is a systematic characteristic of an inductive approach (Caulfield, 2022). On the contrary, two questions were themed using the deductive approach. Preconceived themes have been used as the expected area of response from the target respondents. The five (5) key result areas set by CHED had been used to establish as preconceived themes for the actions and initiatives of the colleges. While the extensive theory on the five (5) Ms of management had been used as preconceived themes to identify and code the gaps experienced by the local colleges.

Braun and Clarke (2006) provided the most widely used six-step process for conducting thematic analysis. The first step is familiarization of the data. The verbal data have to be transcribed and read very well before identifying meanings and patterns. Codes have to be initially generated on the second step. The researcher then proceeds to step three which is the sorting of the different codes into themes. Step four allows the researcher to review the sorted themes. Step five refers to the process of defining and naming the themes. The process concludes with the last step which is preparing the concise, logical, and coherent report (Caulfield, 2022).

Copies of the transcripts were given to the participants to verify that their given statements during the interview were correct and unchanged. This process shall ensure the validity of the data.

Generally, data were transcribed, simplified, and focused. To show possible relationships and similarities, data were visibly presented through a chart before explanations and conclusions were made.

Results and Discussion

Visions of Local Colleges

In an academic community such as local colleges, a vision is pivotal (West-Burnham, 2010) because it provides a clear statement of what the organization aims to achieve so that all stakeholders (i.e. teachers, students, their families and community members) shall work in solidarity for its achievement. The vision needs to capture the aims of a college in its explicit context, and guide and inform the preparation of a school development plan.

Table 2. *Vision Statements of the Local Colleges of Bohol*

<i>Local Colleges</i>	<i>Visions</i>
Trinidad Municipal College	A model institution with fully developed academic, technical-vocational education and skill of manpower with positive work attitudes anchored in the core values of leadership and professionalism essential in the creation of self-reliant citizens.
Collegio De Getafe	The College envisioned to be developed as a premier local government of higher learning dedicated to the formation of a globally competent and virtuous manpower for the development of Getafe, Bohol, and the country.
Buenavista Community College	Buenavista Community College provides a supportive and transformational learning environment and excellent, flexible and accessible educational programs that will develop an educated population and globally competitive workforce.
Tagbilaran City College	A stable and vibrant learning institution molding the youth into professionals and skilled workers who are competent and ready for employment.
Danao Technological College	Danao Technological College (DTC) envisions to become an International College in Science and Technology committed to provide quality and excellence in Techno-Tourism and Agri-Tourism for the total.
Talibon Polytechnic College	Top Performing College in Arts, Science and Technology with God-fearing human resource responsive to the need of the community.

This part of the study revealed the two general themes from the visions of the local colleges of Bohol as shown in Table 3. The first theme, Quality and Excellence, has three subthemes correspondingly. These visions provide implied measures that assess and evaluate organizations' achievement (Fraser, 2021).

Table 3. *Themes of the Visions of Local Colleges*

<i>No.</i>	<i>Theme</i>	<i>Subtheme</i>
1	Quality and Excellence	a. Highly Developed Products b. Quality Education Programs c. Conducive Learning Environment
2	Core Values	

Theme 1: Quality and Excellence

Attaining quality and excellence is well-reflected in the vision statements of the institution with the use of highly quintessential adjectives with the likes of “model”, “premier”, “stable and vibrant”, and “top performing” which describe the ultimate goal of their institutions.

Local colleges have been very specific with its desired distinctions and intended exemplary recognitions to be achieved. The president of one local college under study attested that quality in all dimensions of college’s operation is non-negotiable. The president, Respondent D, explained that she will always consider quality when making decisions to make quality and excellence a culture of the college. As to Fraser (2021) culture of quality and excellence rests on shared goals, high expectations, and a sense of efficacy.

The aspirations that have been delivered in the visions of the responding institutions have varied aspects. These are revealed in the following’s subthemes:

Highly-Developed Products. The products of colleges, its graduates, have been well indicated in the vision statements. They purport to achieve “fully developed academic and technical vocational education and skill”, “globally competent/ competitive”, “educated”, “professional and skilled”, “competent and ready for employment”, and “responsive to the need of the community”. Generally, the graduates are deemed to be globally competent, skilled, professional, and responsive citizens after having finished their education in the local colleges.

Apparently, primary vision of the local colleges of Bohol as HEIs is to provide quality education, and professional and skilled graduates that are globally competent as mentioned by the research respondents of this study. Respondents disclosed that sending competent graduates to the world of work, either in local or global arena, is the primary contribution of a local college to the community. Hence, the top administrators of these local colleges stipulated graduate attributes in their vision statements and are confident of producing graduates that will meet global standards that can compete with graduates from established universities and colleges.

It is also to the advantage of the community that these aspirations for quality graduates have been framed. The community will definitely be the catch-basin of these individuals as they become its citizens and workforce. In the Systems Theory of Bertalanffy, the final judge of the quality of the outputs is the society whose aim for betterment mostly lies on education. It needs graduates who could address its needs and the colleges must cater to this expectation.

Quality Educational Programs. Educational programs compose a crucial part of delivering quality and excellence in collegial education. The programs available in these schools reflect the need of the community to assure not only its appeal to the society but also its significance. Hence, the educational programs must be given due consideration especially in its quality and capacity of the college.

The vision statements cover a range of descriptors of success for the educational programs the college offers including “excellent, flexible, and accessible”, “quality and excellence” and “top performing”, which align with the throughput element of Bertalanffy’s Systems Theory. The programs must be ideal in its form to develop students who could reach the target outputs. The descriptions incorporated in the vision statements would constantly lead to the strengthening of the programs.

Conducive Learning Environment. Contributory as well to the quality and excellence of a college is its leaning milieu which requires conduciveness for learning. Learning environment, which plays a big role in the success of a tertiary institution, encompasses the physical, social, and academic set-up that impacts learning processes.

Having “supportive and transformational” and “stable and vibrant” in the vision statements of the sample colleges illustrate a picture of how the institutional environment must appear. The description leans towards a solidly reliable and growth-inducing environment. These indications become easier for the administration, its subordinates and its stakeholders to develop the milieu to a place where learning could be processed to the maximum.

Theme 2: Core Values

Another theme that prevailed when asked about the vision of local colleges is on the core values. According to Heinila (2022), the institutional vision and its culture could best be supported by its core values and every decision it makes must be parallel with these values. Top administrators of different local colleges believe that values and attributes on optimism, being God-fearing, humility, commitment, professionalism, and leadership contribute to the achievement of the vision.

Fraser (2021) purports that values stipulated in an institution’s vision statement create massive impact on organizations when it comes to ethical standards of achieving results and in instituting a healthy culture. In general, the visions of local colleges are much more than a few words of vague intention rather it also embodies the values and aspirations of the institutions and serves as the foundation for appropriate actions leading to school improvement.

Actions and Initiatives Implemented for the Attainment of its Vision.

This part of the study has been conducted through a deducted approach where predetermined themes have been identified. Responses from the participants on this item have been coded and themed into five dimensions based on the five key results areas (KRA) identified

by CHED (2017).

Table 4. *Five Key Result Areas*

No.	Theme	Subthemes
1	Governance and Management	a. Conduct Planning b. Promote Collaboration and Participatory Approach c. Build Healthy Working Relationship d. Uphold Transparency
2	Teaching and Learning	a. Ensuring Quality and Development of Instructors b. Securing Program Approval and Implementation c. Constructing Standard Infrastructures and Necessary Resources d. Instituting Learners Skill Development and Aligning Curriculum
3	Support for Students	a. Establishing Functional Student Support Programs and Services b. Scholarships and Financial Assistance
4	Quality of Professional Exposure, Research, and Creative Work	a. Presence of Research Development Plan and Support b. Conduct of Research Development Activities
5	Relations with the Community	a. Producing Industry-Responsive Graduates b. Widening Access to Education c. Promoting Economic Development d. Enabling Social Transformation

Theme 1: Governance and Management

The results of this part of the study supported Nasreen's (2019) proposition that college administrators and school managers indeed play a major role in achieving the goals of an institution.

Conduct Planning. In a more specific context of governance and management, findings revealed that the college administrators are expected to set out strategic plan, outline plans, describe objectives, and assign individual works responsibilities and duties to the subordinates. Respondents highlighted that they have annual strategic planning given that most institutions are very new. Regular monitoring and assessment of plans and programs are considered relevant for immediate control and intervention when necessary. They also have regular meetings scheduled monthly, for updates and important announcements. Respondents consider planning and meetings very essential especially on assessing current plans and programs as newly established higher education institution. It is also very crucial for them to formulate plans and programs based on the mandate of CHED since they are closely monitored by the agency.

Promote Collaboration and Participatory Approach. Participants of the study mostly perceived that the collaborative and participatory approach of management encouraged teamwork and solidarity in the organization. They felt empowered and inspired when administrators value everyone's worth in the organization. They also give emphasis and sincere recognition to the dynamism of their administrators that in turn inspires them to perform and contribute to the organization. These initial yet notable practices maybe undemanding yet Participant M shared that this is instrumental in effectively encouraging personnel to take appropriate action.

Build Healthy Working Relationship. It is important to note that in the system of local colleges, the Local Government Unit and the BOT, headed by the municipal mayor, served as the decision-making body of the institution. Participants are aware that good working relationship with the LGU and BOT could be instrumental in the achievement of the desired future state. Most administrators of this identified local colleges claimed that they have established a good working relationship with their respective BOT and LGU officials as identified by Participant V.

Participants further described that the system of local college is both unique and challenging. Just like any other system of education, the system of local colleges specifically on governance and management are open to risks, opportunities, certainties, uncertainties, and changes. That is why top administrators maximize collaboration and participatory approach through opening lines for communication to allow productive exchange of ideas.

Participant S underscored the respect for proper channeling of communication process when asked about how to promote strong collaboration. Data further revealed that proper channeling of communication increase accountability, healthy relationship in the organization, and encourage engagement.

It can be inferred that local colleges intended to practice the right system from the start. Starting right decreases tendencies for organizational conflicts. Henderson (2020) postulated that good communication contributes in easing tensions in conflict situations through building trust, strengthening relationships, and making people feel at ease because they are mutually understood.

Uphold Transparency. Research participants also emphasized transparency as a contributing factor to the achievement of the vision. CHED (2017) emphasized that culture of transparency and integrity at all levels of HEI is reflected by how administrators respect process, and follow guidelines and protocols of the commission and the institution.

The data gathered revealed that administrators who practice transparency in managing resources tends to get more support and trust from the subordinates. Respondents added that they feel involved and engaged to the operations of the institution when administrators present their plans and actions. Mitsis (2021) simplified that organizational transparency is achieved when administrators intentionally disclose information regarding the organizations' operation to its people with the intention to achieve clarity, trust, and accountability.

Theme 2: Teaching and Learning

Teaching and learning form the basic foundation of educational endeavors. It is the process where curriculum could be delivered to the college students. According to Munna and Kalam (2021) teaching and learning is a transformation process where teachers convey knowledge to students.

Succinctly, data gathered from interviews conducted revealed that teaching-learning process is a conglomeration of ensured quality and development of instructors, clinching approved program, availing standard infrastructures and helpful resources, and strengthening learners' skill development and curriculum.

Ensuring Quality and Development of Instructors. Local colleges invest to the assurance of quality and competent faculty, knowing so well that they are the grass-root drivers of the attainment of its vision. CHED (2015) reiterated that the qualifications and competencies of the faculty of any higher education institution largely impact the quality of education offered by the institution.

Participants revealed the need of instructors with "strong work ethics", "resourceful and hardworking", "quality", "teachable and very open towards learning", "young and brilliant", and "innovative and creative" is necessary to handle classes and do school-related functions. Attitudinal and mental acumen compose the expected qualities of the college instructors in general.

However, Participant W identified that above capacities would not be validly strong unless supported by qualifications and recognitions such as industry experience, multiple certifications (with the likes of NC II), and post-graduate degrees. Documentations supporting such claims of experience and educational qualifications are checked, validated and deliberated through a CHED-founded hiring and recruitment process, serves its purpose of assuring acceptance of college instructors with the best qualities and credentials.

Once an institution hires new instructors, top administrators are already aware that the institution has the responsibility to provide instructors with continuous development programs. Majority of the respondents admit that only few applicants passed the educational qualifications set by CHED. Thus, local colleges tend to hire instructors who are still in the process of completing a post graduate degree.

In the interest of meeting the institutionalized requirements of the commission, local colleges introduced faculty development plan. This development plan is design to support and back-up instructors in completing their post graduate studies. Participants further revealed that colleges may offer it as scholarship program for qualified instructors and some colleges named it as "Study Now, Pay Later" program.

It was further disclosed that once you availed the scholarship, you have to sign a contract with the school for your terms and conditions as a college scholar. A statement of Participant E revealed that a college by and large necessitate two (2) years return service for one (1) academic year scholarship.

CHED (2015) consistently foregrounded the vital role of instructors as primary control in determining the quality of education that an institution offers. In this regard, the commission makes a must that faculty members of any higher education institutions such as the local colleges have at least master's degree especially on courses that they handle. This is a strategic action observed and strictly considered by all local colleges to ensure a strong foundation of their educational system.

Aside from faculty development programs of the local colleges, other development programs and opportunities were discussed by the participants in the interview. Participant F revealed that faculty members undergo several school-based trainings for continuous professional growth. Membership and participation of professional organizations were also mentioned and discussed by Participant N.

Overall, the quality of faculty profile, faculty development programs, and other opportunities for teachers have been deemed fundamental by the participants in achieving the vision of a local college specifically on teaching and learning. The principles of System's Theory explained that the quality of input can be equated to the quality of the output.

Program Approval and Implementation. Commission on Higher Education (CHED) as the regulating body/agency for higher education institutions critically evaluate all program offered by local colleges. Program approval denotes the capacity and inclinations of the institution to offer the said program.

Collectively, participants of the study attested that their programs have had approval from CHED otherwise permits will not be granted. Most top administrators are aware of the guidelines for the approval of a certain program. It has been mentioned by Participant Q that program approval is a validation that the programs offered are aligned to the vision of the institution.

As to CHED (2019), Certificate of Program Compliance (COPC) is a certification awarded to degree granting programs of local colleges and universities that are fully compliant with the policies, standards, and guidelines of the commission. Data revealed that two (2) out of six (6) local colleges of Bohol already have COPC for all their programs.

Constructing Standard Infrastructures and Necessary Resources. Data gathered also cited that school facilities like classrooms, laboratories, and other infrastructures contribute to the quality of teaching and learning. This conforms to Bulle's (2018) statement that classrooms and other facilities are important elements that unswervingly influence the quality of educational experience.

In terms of other resources, Munna and Kalam (2021) identified computers, books, smart board, equipment, artefacts, whiteboard, special speakers, games, computer programs, and the likes as prominent needs of teachers to successfully transfer knowledge and skills in the teaching and learning process.

It can be noted that most local colleges have included the construction of standard classroom in their development plan. As the number of students increased year after year, participants considered the need for more classrooms as both urgent and important. Data further revealed that other colleges were able to build classrooms and buildings from the donations of both public and private organizations.

In addition, participants also considered internet connectivity and use of ICT in instruction to be highly instrumental in the proliferation of the quality of teaching and learning process. As to Kapur (2019), information and communication technologies have introduced so much innovations and progressions in the implementation of tasks and functions.

Further, it is substantiated that ICT in education increased student participation and engagement in the teaching and learning process. This is because technology provides different opportunities to make teaching more fun and enjoyable. As a result of this increased engagement, students may retain knowledge more effectively and efficiently.

Local colleges of Bohol are all equipped with internet connection as claimed by the participants. They specified that internet connectivity has been very crucial in the operation of the college especially for the conduct of flexible learning modality where most instructions and classes were done online either synchronous or asynchronous. Apparently, because of its connotation to modernization and competence, local colleges now look into investing a premium internet connectivity package that can cater the needs of the entire college and meet the demands of the modern teaching and learning process.

Learners Skill Development and Curriculum. The primary clientele of local colleges is considered to be the students and so actions and initiatives of these local colleges are very evident when it comes to student formation and transformation. Participants acknowledged that learning and reasoning proficiency of students during college must go beyond the knowledge level. As to Participant L, students must acquire skills and competencies necessary for the career path they would decide to pursue.

In the interest of assuring that a certain program can in actual fact deliver skills, expertise, and proficiency to students, top administrators of local colleges revisit and review curriculum. Revisiting curriculum and aligning it to the program of the college is believed by the participants to help maintain quality and excellence as it updates and upgrades the program.

Consistent upgrading and revision of curriculum is in line with the underpinning principle of control management theory. The process of constant monitoring and determining the efficacy of the curriculum with the intention of persistently improving its quality is what control is all about. As to Akpan (2020) this process ensures that actions and practices of an organization are geared towards the achievement of the vision.

Theme 3: Student Support Services

Another important factor of an institution that can contribute to the achievement of the vision as acknowledged by participants is the quality of its student support services. Yin (2018) stipulated that it is important for a college to assess and to evaluate its features and services if the institution is already student ready. This includes gratifying the needs of the students academically, socially, emotionally, and financially. These supports are crucial for nurturing and increasing students' sense of well-being and belongingness in the campus, and increase persistence towards the achievement of academic goals (Caldwell, 2021).

Establishing Functional Student Support Programs and Services. Research respondents figured out that student support services of the college switch on from the moment the students decided to enrol in the institution. It is revealed that four out of the six local colleges used standardized admission test. Data further revealed that the use of standardized test contributes to the success rate and retention rate of students in the institution since students will be directed to the program that fits to their interest, potentials, and skills.

Once the student is enrolled in an appropriate program, it is imperative that students shall be immediately oriented with the general policies and regulations of the college. The participants acknowledged the relevance of giving students their manual that comprehensively discussed the principles, ideals, vision, mission, and goals of the college. Data revealed all six local colleges of Bohol had provided and institutionalized student's manual to their stakeholders.

Guidance services were also highlighted and identified by the participants as essential initiative of their college to carry out their vision. Garcia et al (2019) avowed that counselling services support social and emotional facets of the students. It is very important that students will be comfortable in the college and feel that they are valued and supported in critical areas including but not limited to academic support, social support, and even emotional support.

Local colleges' top administrators also featured the active involvement of their Student Affairs Office (SAO). As discussed by a participant, SAO provides opportunities for students to work and interact with peers. He added that it is crucial for students to have

both academic and non-academic services in order to produce well-rounded graduates.

Still in student support services, further investigation revealed that some local colleges proffer medical services. Since local colleges are under the umbrella of local government unit, most of the medical services of these colleges are through a memorandum of agreement with the Municipal Health Office. It was made known that the municipal physician also serves as the school doctor who offers free consultation services to students. Providentially, three local colleges really have a registered nurse exclusive for the college.

As to Wallin (2017), students with health issues or chronic health conditions may perform below par compared to those who are physically healthy. These students may face poor academic achievement, increased inferiority and disability and may consequently lower their self-esteem. In a bigger scale, these conditions may limit students' job opportunity which is contrary to the vision of the local college. Participants believe that with the presence of medical services in the college, early symptoms can be detected and immediate preventive care can be provided. Skorton (2019) concluded that once the student is healthy, he/she is learning ready.

Furthermore, as per the qualitative data collected it was found out that two (2) local colleges draw attention to the valuable presence of their academic support. Jacobson (2020) associated academic support as an enriching interaction of a student asking an instructor for an advice, tutorial, mentoring, and guiding. Baleria (2019) stated that academic support may also be through peers helping each other perform better scholastically.

One college president, Participant C, gives emphasis on the creation and institutionalization of having academic adviser for every student in their college. She explained that academic advisers shall be responsible for pushing and helping students to do better and achieve more.

Scholarships and Financial Assistance. Aside from admission processes, and academic and non-academic support services, it is of the same importance that local colleges must also be able to properly introduce their financial aids and grants to students (Moreno, 2018).

Data gathered disclosed that four out of six local colleges of Bohol are offering free tertiary education. Students enrolled in these local colleges can enjoy the privilege until they will graduate. This highly valuable grant has been possible because of the Unified Financial Assistance System for Tertiary Education Act or UniFAST, also known as Republic Act No. 10687. Distinctively, this grant includes scholarships, grants-in-aid, student loans and other specialized forms formulated by the UniFAST Board.

Participant A believed that increase of student participation and heightened interest in higher education are expected in all local colleges offering free tuition. Cunningham et al. (2017) confirmed that many students shall choose to enrol on colleges that offer financial aids and scholarships. Data gathered from the interview further confirmed that the four local colleges offering free tuition are the top four local colleges when it comes to student enrolment.

Access and equity established by these local colleges to widen the scope of educational opportunities of higher education lead to the achievement of the institutions' vision on improving students' scholastic performance, escalating completion rate, increasing employment rate, and even opening more self-employment opportunities.

Theme 4: Research

Research is considered to be one of the three fundamental functions of Higher Education Institutions (HEI) where faculty members are expected to produce new knowledge beneficial for the institution and introduce innovations that can contribute to the local and national development (Quitoras and Abuso, 2021).

The local colleges of Bohol are also geared towards the development of their research program. As per the respondents of this study, they are currently in the initial stage of developing a prolific research culture. It was revealed that colleges have identified two concrete initiatives to enrich this specific dimension. These include having presence of research development plan and support, and the conduct of research development activities.

Presence of Research Development Plan and Support. More than ever, local colleges are now aware of the crucial role of research as part of the trifocal function of every higher education institution. As claimed by the participants, the focus of most instructors and even top administrators was on their core functions related on instruction. Participants admitted that most of them were initially unaware of their strategic function related to research.

Lancaster and Lundberg (2019) also identified the lack of awareness, training, and institutional support to be among the most challenging issues why college instructors are unable to produce researches. Consequently, top administrators, especially the research director, focus its initial steps on addressing these factors by introducing and explaining the research development plan to increase awareness, and lined-up trainings for capability building.

Conduct of Research Development Activities. To further the interest of developing research culture, all local colleges have recently conducted research-related trainings. Moreover, three local colleges even tapped speakers from big universities to equip them with knowledge and skills on research. Other colleges asserted that they requested Ph.Ds in their locality to give their faculty members a refresher course on the latest trends of conducting research.

Since most faculty members are amateur researchers, some colleges introduced research collaboration. Participants explained that

research collaboration refers to the system of allowing faculty members to team-up with other faculty members from different department. Sprunger (2017) believes that collaboration of researchers from different field of expertise produce a richer research and more efficient discoveries. He emphasized that “the intersection permits commonalities that lead toward discovery and innovation”.

At length, participants believe that the conduct of researches in local colleges shall lead to opening of more possibilities and contribute to the continuous development of the institution and its stakeholders. This scholarly undertaking makes local colleges relevant to the community in discovering new knowledge, and developing modern innovations to be introduced to the community. Significantly, this initiative contributes to the attainment of the vision of local colleges to be responsive to the needs of the society.

Theme 5: Community Relations

“Community relations is the real essence of the existence of a local college”, claimed by one of the participants. It completes the trifocal functions of a higher education institution. Merano (2022) avowed that plans for extension programs are drawn from instruction and research. Through extension program, a local college is able to build a relationship to the community since its activities are geared towards helping people in the community by empowering them through the proposed development programs.

Top administrators of the local colleges of Bohol believe that strong community relations can bring massive development to the locality. Distinct themes were identified by the researcher from the responses of the top administrators when asked about the main role of local colleges in the development of the province of Bohol. These themes include but not limited to educational advantage, economic development, accessibility, future stability and sustainability, economic enterprise, and promotion of social equity and civil society.

Producing Industry Responsive Graduates. Widely held by the respondents is the role of local college to provide quality higher education in order to produce highly competitive graduates that will eventually become proficient manpower and in-demand professionals. This is fairly noteworthy since quality and excellence is identified as the primary vision of local colleges. Chankseliani et al. (2021) asserted that the main contribution of local colleges to local economy is launching skilled human resource. Moreover, local colleges proffer services to underserved population and open an access to meaningful employment in the community.

Widening Access to Education. Nearly hundred percent of the participants acknowledged accessibility and social equity when asked about the main role of local colleges. Vaughan (2016) deliberately settled that offering access for all students is a noble undertaking of local colleges. This correlates to the gateway principle introduced earlier as local colleges open opportunities and access leading to the aspirations of the students.

Irrefutably, local colleges welcome and accommodate minorities and marginalized members of the society (Lyson, 2002). Such institutions offer free tertiary education and cater students from different backgrounds giving everyone an equal chance to earn a degree. According to the respondents, this noble role makes local colleges very significant in the society.

Promoting Economic Development. The participants cited promoting economic development as among the roles local colleges play in community development. According to King (2020), tertiary institutions produce a skilled workforce but well-educated people who are more proactive, high earners, and have the ability to cope with economic shocks better as they will eventually become proactive taxpayers. By the time literacy and employment statistics increase, the entire province of Bohol will also gradually progress as it alleviates poverty and promotes sustainable developments and further necessary advancements.

Therefore, the role of the colleges is very important in all sectors, from social efficiency to economic proficiency. Dowd (2017) defined social efficiency as the role of local colleges to produce highly qualified professionals in the workplace for clerical, service, and even on nonprofessional technical occupations while economic proficiency promotes economic development.

A participant of the study also discussed local college as an economic enterprise of the municipality. He stressed that LGU and its officers often regarded local college as a business investment and a source of revenue. The focus is primarily on increasing the enrolment to generate more income to add to the treasury of the municipality.

Enhancing Social Responsibility. Among the recurrent response of the research participants cited about the role that local colleges play as building institutions of civil society in developing new cultural values, and in training and humanizing people to the new social era. Specifically, the six local colleges of Bohol highlighted the role of colleges in bringing out economic, civic, social and cultural transformation in the society. According to Ghafar (2012), education transforms both societies and people in a particular direction by shaping and reshaping their patterns of thoughts, means of problem solving and ways of life.

In the study of Xinyi et al. (2019), it was revealed that community colleges play an important role in providing learning recourses to various learners which are pivotal in achieving the goal of every community for sustainable development. Further, these community colleges are perfect avenues for developing lifelong learning, updating and upgrading knowledge and skills, and developing systems that promote progress to societies at large.

It is therefore imperative for the local colleges of Bohol to promote the creation of new ideas, technologies, and innovations that are the basis of sustainability through their academic researches. Establishment of local colleges of Bohol have a decisive impact on shaping mentalities according to the participants of this study.

In general, the results of this part of the study demonstrate the principle of equilibrium in the System's Theory as presented by Gordon (2021). It explains the systematic integration of the goals of the different subsystems of a local college to achieve a general institutional objective. In like manner, the goal of local colleges in Bohol must be integrated to the achievement of the goals of the province leading to its holistic development.

Local colleges of Bohol, through its mission of providing quality education for everyone in the society, and promoting both equality and equity would ultimately achieve its main roles as perceived by the respondents on increasing literacy rate, improving employment rate, building strong citizens and highly-skilled professionals, boosting economic gains, introducing innovations, enriching cultures, economic sustainability, and in due course ameliorating every Boholano's living standard.

Apparently, the predetermined five key result areas of CHED comprehensively presented the actions and initiatives of the local colleges to attain its vision. Remarkable practices identified in each dimension can develop quality institutional systems in each local college and instrumental in achieving its main vision of promoting quality and excellence.

Gaps that Hinder the Local Colleges in Implementing the Strategies to Attain their Vision

After careful analysis, data revealed that the primary gap in all local colleges is indeed financial availability and support. Respondents are aware that the total financial control and fiscal management of all local colleges are with the LGU. Hence, there is no readily available cash in the treasury of the college that can be used for immediate needs.

Saraswat (2018) averred that money is the most decisive among all sources because of its capability to acquire and hire other resources. Apparently, money is also considered an all-purpose resource since every aspect of an organization will be affected without money.

Apparently, insufficient financial resource deliberately affects human resource. Some local colleges, especially those from third- and fourth-class municipalities, are unable to hire qualified applicants due to minimal compensation rate. "Financial aspects forced local colleges to hire not qualified applicants" a respondent disclosed. Moreover, it is almost impossible for colleges to increase salary of employees for the same reason.

Holstein (2022) expounded that without money, tendency of having incompetent workers employed in an organization is vastly possible. He added that in the absence of financial support the quality of projects, materials, and machines are also compromised.

It can be concluded that financial deficiencies are really challenging local colleges. This limitation affected the acquisition of facilities and infrastructures of the college. Financial gaps eventually resulted to deficiencies on manpower, material, machines, and methods evidently affect the attainment of the visions of the local colleges of Bohol. However, awareness of the existence of these gaps and acceptance that gaps are inevitable can contribute to the readiness of an institution and lead every institution to initiate appropriate solutions. Mongon and Chapman (2011) averred that awareness direct organization to prioritize which gap needs to be immediately addressed.

Interventions Implemented to Fully Attain the Institutional Vision

The moment an organization identifies its core vision, purpose and goals, it will be easy to figure out effective intervention to overcome any barriers or gaps (Hawthorne, 2021). In the case of the local colleges of Bohol, specific vision for each institution has been established. Moreover, implementation gaps were previously identified and presented. This part of the study presents the essential and appropriate interventions identified and implemented by the research respondents. As to Hawthorne (2021), interventions must purposely address each specific area of needs.

Table 5. Interventions Implemented by Local Colleges

<i>No.</i>	<i>Theme</i>
1	Strengthening Role of Administrators
2	Enriching Instructors' Welfare and Responsibilities
3	Upgrading Learning Facilities and Resource Materials
4	Addressing Students' Development Needs
5	Developing Research Culture
6	Intensifying Community Relations and Partnerships
7	Regulating Systems of Local Colleges

Based on the data gathered, seven themes on the different intervention were revealed by the participants to address specific gaps.

Theme 1: Strengthening Role of Administrators

Regarded as the overall overseer of the administrative duties in the college, administrators are expected to ensure that the organization runs smoothly and that available resources of the college are managed efficiently. Participants agreed that strengthening the roles of administrators can help local colleges navigate towards the vision.

According to the participants' perspective, collaborative and consultative strategic planning addresses institutional gaps. It is imperative that every office of the college must clearly understand and perform its role in order to attain the overall vision. Colleges strengthened

collaboration and observed the systematic interdependence and interrelation of the different offices as its subsystems in order to carry our goals.

Participants also put emphasis on the benefits of planning to the effective utilization and management of funds. As to Participant B, he proposed to organize a college-based Resource Generation Unit to regulate college-based management of available resources allocated by the LGU. In this manner, immediate needs can be addressed and transparency will be observed.

Another crucial part of planning that participants shared was on the curriculum alignment where administrators revisit and re-evaluate existing curriculum and was juxtaposed with the latest memorandum order from CHED. This procedure validates the relevance and quality of programs offered.

On the other hand, administrators looked into investing more on personnel welfare development, and expressed commitment for the formulation and full implementation of faculty development plan. Moreover, Participant C shared that their college tapped and necessitate the LGU to allocate enough funds to award security of tenure to qualified applicants.

Theme 2: Enriching Instructors' Welfare and Responsibilities

Participants provided a solid consensus for the second theme, Enriching Instructors' Welfare and Responsibilities. All participants believed that having appropriate trainings especially for instructors makes a good intervention. Participants J and P acknowledged that the security of tenure for all qualified instructors and granting other benefits would inspire every instructor to contribute to the achievement of the vision.

Theme 3: Learning Facilities and Resource Materials

Majority of the top administrators interviewed articulated the need of the college for standard classrooms, laboratories, activity center, and even online development tool. The study of Andrews (2019) revealed that learning facilities of an institution creates impact on the overall experience of both students and teachers. He added that adequate, if not complete, learning facilities helps educational institutions deliver quality and excellence in education.

The participants also expressed apprehensions regarding what happen to the facilities of the college after the typhoon, Odette. Data showed that four out six local colleges were greatly affected. Participant I expressed urgency on purchasing library references like general and professional book collections, journals, and publications.

Good equipment and facilities are part of a school's holistic approach to improving the learning environment and balancing academics with other important non-curriculum activities, whether science lab facilities or sports equipment. Browns (2019) affirmed that when a school invests in facilities, the benefits to the school go far beyond the initial capital costs.

Theme 4: Students' Development Needs

Intervention that can contribute and support the full development of students was another theme identified in this part of the study. Scholarships are among the major interventions needed by the students. As the data revealed, four out of six local colleges offers free tertiary institution and its students are even referred as government scholars since the government is paying their tuition through UNIFAST.

On the other hand, participants from local colleges who are not yet offering free tertiary education introduced more scholarships and subsidies for their students. Scholarship programs from LGU and other public and private organizations increased students' interest and participation in tertiary education. Moreover, an LGU from one local college announced to give monetary incentive to performing students who will excel in different competitions in the provincial, regional, and national level. Giving these recognitions and incentives proved to boost students' morale and, in the end, promote a good reputation of the college.

For other student support, participants believed that institutionalization of student associations can be a good avenue for learners to develop social and intrapersonal skills. Stanhope (2021) averred that participating in a highly regarded and upright student association can help students create connections, build relationships, and expand students' skill sets beyond the classroom. Such connections can have long term impact to students since it can help them even after graduation especially in launching jobs.

Theme 5: Developing Research Culture

Since research has been identified to be one of the weak points of all local colleges in Bohol, emphasis on the need for appropriate interventions is obligatory. Colleges are now conducting initial trainings on research development, as previously revealed by the participants, and they will have more seminar-workshops on research colloquium and development regarded to be highly significant to develop a research culture in every local college.

These workshops should be consistent until such time that these colleges can already published several scholarly works locally and even internationally and be supported by research funding institutions. Tapping big universities when it comes to research training and development also proved to be a successful practice that needs to be considered by all local colleges. The goal now is to develop these college instructors into excellent researchers.

Further, participants also suggested that local colleges must start to adapt some best practices of big universities and colleges when it comes to developing research such as integrating “research” in the instructors teaching load equivalent to three units. In the University of the Philippines as per memorandum number RAE 2012-03-50, it is clearly stated that load credit for research or any creative work generally ranges from 1 to 3 units.

In the study of Quitoras and Abuso (2021) on “Best Practices of Higher Education Institutions (HEIs) for the Development of Research Culture in the Philippines”, they noted that one of the best practices of universities regarding research culture development is called “Faculty Research Credit Load”. The Research Office as well as the Research Committee will be responsible in deciding the credit load to be awarded to the faculty researcher. A minimum of three (3) units or one (1) subject of is awarded to the faculty researcher and additional credit load shall be given depending on the depth and scope of the study.

Theme 6: Community Extension and Partnership

Qualitative data gathered initially revealed that the gap of local colleges on research had a domino effect to its deficiency on community relations. Thus, this dimension also needed pertinent interventions foregrounded by the respondents. Participants’ inept understanding of the relevance of community extension, partnerships, and linkages has to be addressed by conducting orientation of the entire local college about this dimension.

Consequently, local colleges conduct consultative meeting among all concern offices to lay plans and programs. Participants initiated partnership within the different offices of the local college and partnership with LGU has been strengthened to encourage collaboration and to promote healthy and open communication. Once a solid plan is established, the local college can now reinforce sound relationship to the community through launching community programs and projects.

Llenares and Deocarís (2018) discussed and highlighted several development activities that an academe can officer to the community such as partnership with local government, assessing training needs of the community through looking into its grassroots, and designing practical education-training programs. They added that partnership between a local college and the community should be mutually beneficial to both parties. It means that the programs and knowledge introduced by the local college to the community must not only bring improvements to the later but also improve the curriculum and pedagogies of the academe.

Finally, participants also saw the relevance of organizing an association of the local colleges of Bohol since number of local colleges in the province is increasing.

Theme 7: System of Local Colleges

The exclusivity of the system of local colleges prompted respondents to introduced experience-based interventions. As per the respondents, CHED must revisit and look into improving the policies and guidelines on local college’s system. Local colleges, though owned by LGU, must be an independent entity with its college based fiscal management and human resource management system. Local colleges must have financial control over its operational expenses to develop more programs and projects leading to its total growth and expansion.

Significantly, participants also acknowledged that adapting the national standard for the salary of instructors with permanent plantilla position would be a game changer. Additionally, local colleges may also introduce reward system to performing instructors regardless of its nature of appointment.

The ever-growing knowledge and understanding of the system and existence of these local colleges will open more possibilities and opportunities for these institutions. As to Mintz (2019) local colleges will soon be the cornerstone of tertiary education enrolling majority of every nation’s college student.

On the current status of local colleges, it has been revealed that several actions have been implemented in order to navigate towards the vision. They reinforce the important role of administrators on management and really give value to the conduct of a comprehensive strategic planning.

Trainings for instructors were also conducted to equip instructors with modern techniques and pedagogies in order to adapt to the increasing demand of their roles in the teaching and learning process. Administrators of local colleges also started to come together for the formulation and adaption of a functional development program for their instructors.

As the study revealed, local colleges opted to maximize available facilities of the school while petitioning for support to its external stakeholders. Aside from current programs, colleges also instituted the regulation of student organization to give full support to beneficial student organizations. Scholarships and other financial assistance and incentives are also primarily launched.

Local colleges also take the initial steps in developing a research culture in the institution. Related trainings have been conducted to fully introduce the significance of research and extension services of the college. Internal and external partnerships have been improved as well.

In general, local colleges started to be fully oriented on its distinct system and now poised for maturity and stabilization of a more pertinent and applicable system. These actions kept the local colleges growing and moving closer to its desired future state.

Conclusion

After the deliberate analysis of the data reflected in the findings of this study, it can be concluded that the local colleges of Bohol have the capacity to manage the attainment of its vision provided all members and personnel of its subsystems including the local government unit (LGU) would commit to work together as one unit. Applying the principles of System Theory and Control Management Theory reassures the success of these local colleges.

On the contrary, attainment of the vision will not be possible if the top administrators and its stakeholders continue to display lack of familiarity to the desired future state and fail to comprehend its relevance for the sustainability of the institution. Moreover, institutional vision is also at risk if the political influence continues to overpower the operations of the academe and independently take the total management control of the entire institution. Too much interference of the local government unit shall lead to the dawdling growth of the institution.

It is recommended that the following commendations be implemented for the continuous improvement of the local colleges of Bohol in terms of achieving its vision: (1) Vision of local colleges should be holistic in its scope. (2) Local colleges have to conduct an annual work plan, together with the local government heads, top administrators, and selected stakeholders to align vision and achieve synergy. Through this, the system would be better supported by its political leaders. (3) The entire institution has to be oriented to its vision to address lack of familiarity and to better translate its aims and aspirations in the practices and performance of each one. (4) Reinforce the research and community relations dimensions of local colleges through plan implementation and output production. (5) The local government may give relative independence in managing the institution and provide sufficient fund allocation for the entire institutional operations.

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