#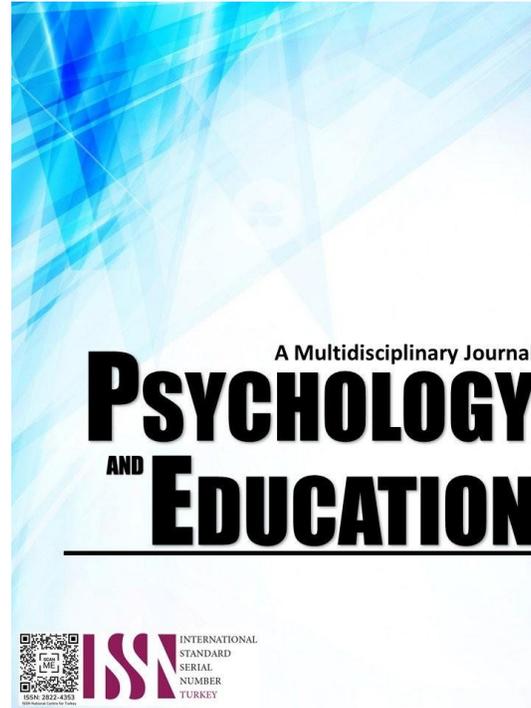 READINESS OF CTU-BARILI CAMPUS IN OFFERING UNDERGRADUATE PROGRAM IN PUBLIC ADMINISTRATION: POSSIBILITY AND VIABILITY PERSPECTIVES

Readiness of CTU-Barili Campus in Offering Undergraduate Program in Public Administration: Possibility and Viability Perspectives

Maricris E. Lacostales*
For affiliations and correspondence, see the last page.

Abstract

The current research is carried out to examine the status of the current programs in CTU-Barili Campus; the campus readiness in offering the undergraduate program in Public Administration in terms of faculty, curriculum, facilities and instructional platform delivery as stipulated in the CHED Memorandum Order No. 06, series of 2010; the strengths of the current programs and offerings; and the constraints and problems encountered in the implementation of the current programs or offerings before offering the baccalaureate degree in Public Administration. This quantitative-qualitative study was conducted among the different stakeholders, namely, the SHS students, teachers, parents, LGU officials/employees, and CTU-Barili Campus faculty/officials. Collected data were organized and analyzed using one-way ANOVA or independent samples, ratio method, and documentary, SWOT, and thematic analysis. The results revealed that more instructors of the different fields of specialization were hired, not necessarily because programs or courses were added and offered, and the number of students enrolled in the university is increasing. In addition, colleges' expenses over the years were always less than the Collection and Budget Allocation. Moreover, results indicate that there is a presence of faculty members of related fields available for teaching Public Administration. In terms of readiness, the findings revealed that CTU-Barili is highly ready with the possibility and viability of offering an undergraduate program in Public Administration. However, challenges to the compliance of readiness suggest that a feasibility study should be conducted to ensure that the proposed program is viable and successful.

Keywords: *readiness, degree of preparedness, public administration, feasibility study, curriculum*

Introduction

Public administration graduates are in high demand by organizations that provide services to the public. In view of that fact, many countries, colleges, and universities worldwide collaborate and offer this course in response to the need for efficient, effective, and result-oriented public servants. For instance, countries like the USA, UK, Canada, India, South Korea, Australia, China, and Japan have been collaborating not only in teaching PA but also in research with a goal to address different issues of public administration globally (Sarker, 2019; Dominique & Kealeboga, 2014).

In addition, developing countries like Bangladesh have been establishing public administration as an academic discipline after 1960 to address the ethics and morality issues among public servants. It has been said that public servants are violating the law, and corruption spreads in many developing countries. In the same sense, as cited by Francis (2018), there are a number of professional bodies that offer certificates in Public Administration in Nigeria, such as the Chartered Institute of Local Government and Public Administration (CILGPA) and the National Association of Public Administration and Management (NAPAM). The abovementioned statements validated the need for trained individuals in the field of public service. Indeed, if the government exists, PA will always be a living course.

The emergence of PA as a field of study can be traced back to the 19th century, when Woodrow Wilson (who later became the president of the USA) published his work titled "The Study of Administration" in 1887, which marks the beginning of the politics-administration dichotomy (Francis, 2018). The main concern of this article was generally to discourage spoils systems in the American public administration system, thus advocating for an efficient, effective, and responsive public service, separating politics from administration. Nevertheless, this article has become the cornerstone for the interest of different scholars and practitioners in the field of public administration.

Consequently, Francis (2018) mentioned various issues and factors that gave rise to the PA discipline in the USA, namely: the problem of organization and management, development of administrative theories, welfare movement, poor quality of public services, expansion of governmental functions, growing need for better management, and politics-administration dichotomy. These factors intensify the need to train practitioners in the art of government.

In the Philippines, Public Administration was officially introduced in the 1950s (Wank, 2018), making it the first country to offer PA programs in Asia, with a goal to rebuild the civil service and facilitate recovery from the Second World War. In 1952, the Institute of Public Administration (IPA) was established in one of the prestigious universities in the Philippines - the UP, patterned after the University of Michigan's curriculum to offer a training program that would enhance the country's civil service professionalization (Lorenzo, 2018). In addition, the University of the Philippines – National College of Public Administration and Governance is working enormously in its campaign towards the popularization of the PA discipline among schools in the Philippines. Nevertheless, this campaign aimed to strengthen PA in the Philippines. This aim is per the claim of Lumanog (2019) that Philippine public administration needs to be continually studied to address the continuing needs and demands of the Filipinos adequately.

Practitioners have voiced the need for PA graduates. With increased governmental functions and the need for better management, the government and other institutions that provide services to the public need trained human forces in the field of public service. Ramakrishnan and Ravi (2017) emphasized that PA as an academic discipline should become part of the curriculum of any educational institution. It has been debated that the administration of the country reflects the merits and potentialities of its people. Ironically, most of the employees in the Philippine government and other organizations that provide public service are not graduates of public administration/management. This phenomenon exemplifies the mismatch between training in schools and actual jobs. Thus, higher education institutions should train individuals to become transparent, efficient, effective, and result- oriented public servants.

Moreover, people's trust in the Philippine government is a challenge due to several issues in governance, such as but not limited to inefficiency, ineffectiveness, unresponsiveness, waste of public resources, graft and corruption, poor leadership, red tape, lack of integrity, transparency, and accountability in the government, and excessive politics. To address these challenges, the government and other organizations that provide services to the public should hire individuals trained in the field of public administration and management. Hence, the success of an endeavor lies in the merit and potential of the trained person within the respective field.

To respond to the need of producing trained individuals in the field of public service, CHED Memorandum Order No. 06, series of 2010, was issued. This memorandum sets policies and standards for universities that wish to offer the undergraduate program of PA. Nevertheless, this program aims to prepare the students for occupations related to public service. Further, the purpose of this memo was to rationalize the undergraduate program of PA in the Philippines with the objective of "preparing the graduates to keep pace with the demands of committed, accountable, responsive, effective, and efficient public service, sustainable and equitable development, and global competitiveness".

Conversely, only a few colleges and universities in the Philippines offer this course, especially the undergraduate program in Public Administration. To this writing, only four universities and colleges offer the undergraduate program in Cebu, namely, Cebu Normal University, Cebu Technological University-Main Campus, Carcar City College, and Mandaue City College.

CTU-Barili Campus, a state university under the CTU System located in Cagay, Barili, offers a variety of courses. Currently, the campus provides agriculture, education, engineering, veterinary medicine, hospitality management, agribusiness, food technology, development communication, industrial technology, and information technology. However, courses related to public service and management, such as but not limited to Public Administration, are not accessible on the said campus. In today's fast-growing population, increasing function and demand of services from the government, civil society organizations, and NGOs, demand for individuals in public service is also growing. CHED Memorandum Order No. 6, series of 2010, further stated that "the government, being the major employer in our country, needs to have a continuing supply of employees with a high quality and determination towards public service and who are committed and dedicated public servants". Hence, there is a need to offer this program since it is the cornerstone in the field of public service.

Besides, it was the desire of the stakeholders to have a Public Administration course in CTU-Barili Campus. That is why this study was also made. One of the stakeholders mentioned that "offering this Bachelor of Public Administration program will greatly help the community in the southern part of Cebu Province since this program is not offered by any CTU Campuses in Cebu South". She further stated that "considering that there are many government agencies and offices and local government units (LGUs), there is a great need for graduates in the program who will provide professional service in these government agencies and LGU offices, and likewise in non-government organizations". In addition, of all CTU Campuses, only CTU-Main Campus offers a Bachelor of Public Administration.

However, institutional planning is essential before offering a new proposed program. Such planning will help determine the readiness of the school towards the said endeavor. In planning, schools should investigate the resources available, market demand, the preparedness of the school to offer such a program, and its benefit to society. With this, the school is not only looking into the degree of readiness but also into the quality. This statement is per the claim of Bilsky et al. (2012), as they acknowledged the importance of faculty qualifications, planning, budgeting, resources, and support services equally, since these are the basis of the institution's curricular program's quality.

Looking at the perspective internationally, the approval of a new proposed program at the University of New England requires thorough planning and a feasibility study. In the same vein, the University of Minnesota also requires thorough planning and stated that planning should not only include external market studies but also the internal readiness of the institution to offer new programs. In the Philippines, CHED emphasized the minimum required resources in delivering programs in every HEI, namely, administration, faculty, library, laboratory, and physical facilities. This means that before offering new programs, higher education institutions should assess first if the required resources are met before pursuing the proposed program or course.

Likewise, noncompliance with CHED's standards in the offering has been an issue among the universities and colleges in the Philippines. The quality of graduates is at stake when the offered program is not quality assured. To address this problem, the CHED Memorandum Order No. 14, series of 2019, sets standards for SUCs and LUCs on the programs to be offered. This is in response to the issue of providing programs without a preliminary assessment from CHED. It has been said that the Certificate of Program Compliance is required to ensure the program provided is of quality. This is in response to the deteriorating quality of higher education.

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On top of that, CHED also sets requirements for the new undergraduate and graduate programs, for them to be implemented (as stated in the memorandum). Requirements include program feasibility, availability of the required program head and adequate faculty members, presence of proper library resources, and alignment of the program to be offered with the institution's mandate. These standards aim to ascertain the readiness and capability of LUCs or SUCs to provide new programs, thus resulting in quality. Yet, several issues were still identified by CHED in connection to the program's quality, namely, lack of accreditation of programs and HEIs, the inadequacy of facilities and equipment, oversubscribed programs, and low performance in the licensure examination.

With the aforementioned studies, articles, and observations on the concern of offering a Public Administration program, there is a need to conduct a survey on the readiness of schools to provide such programs. Thus, this paper is made whose aim is to determine the readiness of offering an undergraduate program in Public Administration at Cebu Technological University – Barili Campus, situated in Cagay, Barili, Cebu, Philippines. Further, it investigated its possibility and viability perspectives.

To further understand the study, the framework is presented with the Human Capital Theory supported by Article XIV, Section 1 of the 1987 Philippine Constitution as the basis for the readiness of offering undergraduate programs of Public Administration in CTU-Barili Campus, further, investigated the status of the different programs offered and the institution's degree of preparedness in terms of faculty, curriculum, facilities, and instructional platforms. Furthermore, this study also examined the strengths and the problems encountered by Cebu Technological University – Barili Campus as regards the different curricular programs or offerings. Thus, determining the degree of readiness to offer a BPA program on the said campus.

Research Questions

The purpose of the study was to determine the readiness of CTU - Barili Campus to offer an undergraduate program in Public Administration. Further, it investigated its possibility and viability perspectives. Specifically, it sought to answer the following questions:

1. What is the status of the offered programs of Cebu Technological University – Barili Campus from School Year 2015 - 2020 in terms of:
    1.1. courses offered;
    1.2. students population (average in the last 5 years);
    1.3. number of teaching force and staff (average over the previous 5 years);
    1.4. amount collected and budget (average in the last 5 years); and
    1.5. expenditures (average in the last 5 years?
2. What is the degree of readiness of the university in offering the undergraduate program in Public Administration in terms of:
    2.1 faculty profile;
    2.2 curriculum;
    2.3 facilities; and
    2.4 instructional platform delivery?
3. What are the strengths of the curricular programs/offerings of Cebu Technological University – Barili Campus?
4. What are the problems and constraints encountered in the implementation of the current programs/offerings?
5. From the findings of the study, what mechanism can be proposed to CTU - Barili Campus in response to public administration?

Methodology

Research Design

This study utilized a mixed-method design using both qualitative and quantitative designs. Accordingly, Schoonenboom and Johnson (2017) suggested that a researcher can use both quantitative and qualitative methodologies at the same time to examine the different aspects of a single research question or can use separate but related qualitative and quantitative questions. It has been said that using this method of research can obtain fuller, richer, and more credible research findings and conclusions. In addition, Johnson and Christensen (2017) argued that research design or methodology should be of sufficient quality to achieve multiple validities' legitimation. These authors are referring to a mixed method of study, which validates, expands, and strengthens the conclusion of a research study.

Moreover, Wisdom and Creswell (2013) stated that mixed methods of research are an ideal technique to assess complex interventions and help validate findings by comparing the gathered data collected in a form of qualitative and quantitative methods. This means that using a mixed method of research allows the researcher to collect data quantitatively and qualitatively, consequently analyzing the collected data separately and merging the two findings during interpretation or data analysis, thus resulting in a more valid and comprehensive result. In addition, this method is very advantageous because it can help understand the contradiction between quantitative results and qualitative findings, reflect participants' points of view, foster scholarly interaction, provide methodological flexibility, and collect rich and comprehensive data.

Lastly, a mixed method of research allows the researcher to look into multiple ways to address research problems (SAGE Publications,

2018). In research, there are various research problems that need to be answered, and these are addressed through collecting information or data. Notably, there are research problems in single research that are addressed by collecting data quantitatively, such as surveys, among others. On the other hand, other research problems of the same research can be answered by collecting data qualitatively, such as interviews, documentary analysis, etc. Meaning, there are research problems or questions in a single research that can be answered using mixed methods of research.

Considering the statements given above coined by different scholars, the researcher settled that a mixed method of study is used to answer the researcher's research problems. For example, the degree of readiness is measured by gathering data quantitatively through using a survey questionnaire. Whereas the other research problems, such as the strengths and difficulties encountered, among others, are answered qualitatively through interviews and SWOT analysis.

Respondents

Respondents from both inside and outside the CTU-Barili Campus were chosen in this study. These stakeholders include the CTU-Barili faculty and officials, LGU-Barili officials and employees, parents, students, and DepEd teachers.

Internal stakeholders include the employees of CTU-Barili Campus directly involved in the administration and the faculty members from the different colleges. This composed 12.70% of the total number of respondents. Whereas, external stakeholders consist of graduating senior high school students from the other schools in Barili, specifically the prospective students who want to enroll in the baccalaureate degree of Public Administration, parents, DepEd school teachers, employees and officials from the LGU-Barili, and some of the community leaders (barangay captains) in Barili.

A huge part of the respondents were the senior high school students from the different high schools in Barili, comprises the 55.55% of the total number of respondents. Different high schools in Barili were chosen by the researcher since these schools are considered the feeder schools of the campus. In addition, the parents were also selected as respondents, comprises the 11.51% of the total number of respondents. Moreover, the DepEd teachers were also chosen and covers the 8.73% of the total number of respondents. Further, the LGU officials and employees were also considered as respondents of the study and encompasses the 11.51% of the total number of respondents. These different stakeholders were chosen as the subject of the study since they are the ones who are directly involved with any activities in Cebu Technological University-Barili Campus; thus, their responses are reliable.

Instrument

Several research tools were employed in this research to attain the objectives of the study, namely: research survey questionnaire, information retrieval method, interview, checklist, and SWOT and documentary analysis.

A researcher-made survey questionnaire was used to gather data regarding the degree of readiness in offering an undergraduate program in Public Administration at Cebu Technological University – Barili Campus. The survey questionnaire was divided into four parts, namely, the readiness in terms of faculty, curriculum, facilities, and instructional platform delivery. There were eight (8) entries in the first and third parts of the questionnaire, twenty-one (21) in the second part, and four (4) in the fourth part. The first part of the questionnaire contains items about the sufficiency and availability of instructors who can handle the Public Administration program. Likewise, the second part of the questionnaire comprises the major relevant subjects in the field of Public Administration. Similarly, the third part encompasses items with respect to the readiness of the campus in terms of facilities.

In the same way, the fourth part of the questionnaire includes items pertaining to the instructional platform delivery readiness of the campus. These entries were in accordance with the CHED minimum requirements of offering the baccalaureate degree in Public Administration as stipulated in the CHED Memorandum Order No. 06, series of 2010. Significantly, this questionnaire helped the researcher to examine the degree of readiness of CTU-Barili Campus in offering such a program.

Moreover, the researcher used the information retrieval method in gathering data and information needed for this study. According to Yu (2019), information retrieval is a process of accessing, obtaining, or searching information in a pre- recorded document needed for a certain endeavor. He stressed that this method helps the researcher in data acquisition through extracting documents from a set of data. In this specific study, the data subject for retrieval was all about the status of offered programs in CTU-Barili Campus, specifically in terms of the different courses offered, student population, number of teaching force and staff, collection and budget, and expenditures. These documents were retrieved from the other offices of the campus, such as the four colleges, namely: the College of Agriculture; College of Arts, Sciences, and Education; College of Engineering, Technology, and Management; and College of Veterinary Medicine, the Office of the Campus Registrar, the Human Resources Office, and the Accounting Office.

Additionally, researcher-made interview questions were also used to gather data subject to SWOT analysis, such as the strengths of the curricular programs or offerings, and the problems encountered by CTU-Barili Campus as regards the implementation of the current programs or offerings. The key informants' responses were used in the SWOT analysis. A SWOT analysis was used to examine the strengths and weaknesses of the current programs and offerings, which will be one of the bases to offer the undergraduate program in Public Administration. Undeniably, every institution or organization seeks to have a well- planned and strategic decision for any undertakings. Conducting a SWOT (strengths, weaknesses, opportunities, and threats) analysis is one example of this undertaking. Undoubtedly, performing a SWOT analysis of the programs or courses offered in colleges or universities is equally important as

conducting a SWOT analysis before offering or expanding to a new program, as it supports the decision-making process of the school, which results in a well-planned decision. This process certainly helps the school in achieving the desired goal to strengthen the current programs or offerings, or the program that is about to be offered. Orr (2013) emphasized that SWOT can be done through assessing the do's and cannot do's of the organization (strengths and weaknesses), and the potential favorable and unfavorable conditions of the organization (opportunities and threats). Undoubtedly, this serves as a tool for a program's quality.

The researcher also made an interview question about the stakeholders' feedback on creating and opening the Public Administration program in CTU- Barili Campus. The key informants' responses were categorized into themes, and thus the thematic analysis method was used.

A checklist was also employed in this study to determine the different constraints or problems encountered by the campus in its current programs or offerings before offering the undergraduate program of Public Administration. The checklist has twelve entries, and these were also based on the CHED Memorandum Order No.06 series of 2010 relative to the current situation of the teaching-learning process. A SWOT analysis also supported this checklist to validate the result.

Lastly, a documentary analysis was used to analyze the important documents needed in the study, since it aims to assess the readiness of offering undergraduate programs of public administration on the campus. The important documents that were analyzed were the legal basis of providing such a program (such as CHED CMOs), academic programs offered, faculty, the records of the human resource management office, and the property office of the college where the public administration program is housed, among others. This said analysis supported the strengths and weaknesses of the current programs or courses in connection with opening the Public Administration program.

All of the above-mentioned research tools were gathered both online and face-to-face, depending on the type of respondents. For the CTU faculty and staff, an online survey and interview were employed since they prefer to use it, and it is more convenient and easier for them to use because they have access to the internet. Apart from that, an online survey gives the respondents the freedom to pick a moment of time that suits them best. For the students, parents, LGU officials and employees, and DepEd teachers, face-to-face surveys and interviews were employed. Aside from having no knowledge in using the Google Form, the school principals from the different high schools in Barili suggested and preferred using the physical questionnaire rather than the Google Form since students have poor or no internet connection. In addition, the students and DepEd teachers chose to utilize the physical questionnaire since it's more convenient to use. In the same manner, the LGU officials and employees, and parents prefer to use the physical questionnaire since most of them were not familiar with how to use the form. Apart from that, internet connectivity was also under consideration.

Procedure

Before conducting the research study, the researcher submitted the different requirements for ethics review to the Office of Research and the Ethics Committee. The researcher applied for a waiver to an exemption from ethical review, and thus the Research Ethics Committee of Cebu Normal University reviewed her paper and released the certificate for an exemption to the researcher.

Subsequently, the researcher visited the different high schools in the Municipality of Barili to gather information about the schedule of module distribution to the senior high school students as well as their availability. After this, a transmittal letter (explaining the purpose of the study) addressed to each of the secondary school heads, representing the target participants, was presented for permission to conduct the study. After having signed, the researcher then distributed the Informed Consent Form containing important and relevant concerns of the research to be undertaken, on which the signature of the respondents is affixed as verification of their willingness to participate in the current study. Then, a survey questionnaire and interview questions were given to each of the respondents. Respondents were given twenty (20) minutes to complete the survey. The answered questionnaires were then collected by the researcher and analyzed using different methods of data analysis.

Afterward, another transmittal letter addressed to the Campus Director of Cebu Technological University – Barili Campus was also submitted for permission to conduct the study. Upon approval, the researcher then also distributed the Informed Consent Form to those willing to participate in the current study. Hereafter, an online survey questionnaire using Google Forms was sent to each of the respondents.

Further, a transmittal letter addressed to the Municipal Mayor of the Municipality of Barili was also submitted, asking for permission to conduct the study to the different employees and officials (including the barangay captains) in LGU- Barili and parents. Upon approval, the researcher determined the prospective participants of the study. Once determined, the researcher distributed the Informed Consent Form to those willing to cooperate. Afterward, the survey questionnaires were given to each of the respondents, which will be the basis for determining the readiness of offering the undergraduate program of Public Administration in Cebu Technological University – Barili Campus. The researcher also assured the respondents that all the data gathered would be treated with the utmost confidentiality.

Furthermore, the data on the status of course programs or offerings were presented in tabular form. In addition, gathering data on the degree of readiness in offering the Public Administration program in CTU-Barili was also presented in tabular form. Subsequently, a descriptive analysis was employed to summarize the data. Moreover, a SWOT analysis was also used for the data gathered about the

strengths and the problems/constraints encountered by CTU-Barili Campus as regards the implementation of the current programs or offerings.

Data Analysis

The ratio method was used to analyze the ratio between faculty and students, the ratio between the collection and budget allocation per year (i.e., from 2015 to 2020) to students, and the ratio between the expenditure and students among the four selected colleges of Cebu Technological University-Barili Campus from the years 2015 to 2020. Moreover, the researcher used One-Way Analysis of Variance (ANOVA) or independent samples to measure the extent of differences in the stakeholders' perceptions towards the readiness of the University to provide educational services, such as the program offerings of the school.

Ethical Considerations

The current researcher ensured that there was no harm to participants either psychologically or physically if they chose to participate in this research. Before the conduct of the study, the researcher asked permission from the Campus Director of CTU-Barili, the School Head or Principal from the selected high schools in Barili, and the Municipal Mayor of LGU Barili to conduct a survey among the prospective participants of the study.

Informed consent was required from the prospective respondents expressing their willingness to respond to the research questions. Participants also have the freedom to withdraw at any time without giving a reason. This means that the participant's decision to participate in this study is entirely voluntary.

All information obtained from the respondents was treated with the strictest confidence. The anonymity of the information shall be preserved, and the information shall not be disclosed without the respondents' permission. Participants' identities did not appear in the research results, and all documents gathered from them were used for educational purposes only.

Results and Discussion

This section presents an analysis and interpretation of data gathered to answer the statement of the problems formulated in the study.

Status of the Offered Programs of Cebu Technological University – Barili Campus

Courses Offered

At present, CTU – Barili Campus houses four (4) colleges, namely: College of Arts, Sciences, and Education (CASE); College of Engineering, Technology, and Management (CETM); College of Agriculture (CA); and College of Veterinary Medicine (CVM).

Based on the pre-existing records in the university, the College of Arts, Sciences, and Education of CTU – Barili Campus offers courses such as Bachelor in Elementary Education, Bachelor of Secondary Education, and Bachelor of Technology and Livelihood Education Major in Home Economics. Before BTLEd – HE was offered in the Academic Year 2018 – 2019, the Bachelor of Secondary Education major in Technology and Livelihood Education was offered, which produced its last graduates in the Academic Year 2018-2019. Likewise, the Bachelor of Secondary Education major in English had its first entry in the Academic Year 2019-2020, as many students wanted to enroll in the said program. Recently, specifically in the academic Year 2020-2021, the college added a new major, namely the Bachelor of Secondary Education major in Science. Currently, these courses gained an increasing number of enrollees as many students are interested in enrolling in the said course since it is offered in the school nearest to them. This means that students interested in this program do not need to enroll in the universities in the city since Barili is nearer, thus, students' expenses are lower compared with the costs that they spend when studying in the universities farther from them, especially when the face-to-face classes resume.

In addition, the College of Engineering, Technology, and Management include courses such as Bachelor of Science in Agricultural and Biosystems Engineering under the Department of Agricultural and Biosystems Engineering, Bachelor of Science in Hospitality Management under the Department of Hospitality Management, and Bachelor of Science in Information and Communications Technology (BSICT), Bachelor of Science in Information Technology Major in Computer Technology (BSIT Comp. Tech), Bachelor of Science in Information Technology (BSIT), Bachelor of Industrial Technology Major in Computer Technology (BIT - Comp. Tech.) under the Department of Industrial and Communications Technology. The BSICT and the BSIT-Computer Technology were the old programs or courses under the Information and Communications Technology Department, which produced its last graduates during the Academic Year 2020-2021; however, the BSIT Info Tech and the BIT Comp. Tech is the new program or course under the said department and has been offered since the Academic Year 2018 – 2019. It should also be noted that during the Academic Year 2021-2022, the Bachelor of Agricultural and Biosystems Engineering under the DABE is now a new separate college, to be exact, the Institute of Agricultural and Biosystems Engineering.

Further, the College of Agriculture (CA) of CTU – Barili Campus offers courses such as Bachelor of Science in Agriculture with five majors, namely, Horticulture, Agronomy, Animal Production, Crop Protection, and Agricultural Economics. The college also offers a Bachelor of Science in Agribusiness and a Bachelor of Science in Food Technology. However, the college started to offer these two courses or programs during the Academic Year 2019 – 2020. Recently, the college added a new course, namely the Bachelor of Science in Development Communication, which started officially in the Academic Year 2020 – 2021.

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Furthermore, CTU – Barili Campus also offers a Doctor of Veterinary Medicine under the College of Veterinary Medicine. Recently, the course gained an increasing number of enrollees as it is the only state university in Central Visayas that offers the said program (Find University, n.d.).

Students Population and Faculty

Table 1. *Faculty to Student Ratio of the Selected Colleges of Cebu Technological University-Barili Campus from 2015-2020*

	2015-2016	*2016-2017*	*2017-2018*	*2018-2019*	*2019-2020*
CVM	18.20	14.00	11.29	15.33	23.73
Agriculture	58.69	48.79	35.40	26.23	23.62
CETM	59.06	75.86	64.63	46.63	64.40
CASE	26.32	24.40	16.78	18.17	12.68

CVM= College of Veterinary Medicine, Agriculture= College of Agriculture, CETM = College of Engineering, Technology and Management, CASE= College of Arts and Sciences, and Education

Table 1 illustrates the ratio between faculty and students among the four selected colleges of Cebu Technological University-Barili Campus from the years 2015 to 2020. The data was analyzed from pre-existing records of the university, and analyzed using the ratio method. It can be observed that the College of Veterinary Medicine has the most ideal faculty-to-student ratio among all colleges, which had its lowest ratio during 2017 to 2018 with one faculty to 11.29 students. This ratio implies that there were no changes in the number of faculty members from the school year 2016-2017 to the school year 2017-2018; however, there had been a decline in the number of enrolled students in the year 2017 to 2018 compared to the preceding school years (i.e., 2015-2016 and 2016-2017) as shown in Table 1a. Undoubtedly, this decline was affected by the paradigm shifts in Philippine education, particularly with the implementation of the K-12 program, which contributed to the two-year gap of no upcoming college enrollees (i.e., 2016-2017 to 2017-2018). Such a gap was filled in since the school year 2018-2019, which added more potential enrollees. Due to an increase in its student population, there has been an observed increase to as many as 23.73 students for every faculty of the College in the school year 2019 to 2020.

In addition, a downward trend pattern can be observed from the College of Arts, Sciences, and Education. It is shown in the same table that the College had a reasonably acceptable level of faculty-to-student ratio from the school year 2015-2016, with 26.32 students per faculty, gradually declining every year until recently, with only 12.68 students per faculty. This gradual decline indicates that the number of students for these school years was gradually declining due to the current paradigm shifts in Philippine education; yet, the number of faculty was almost the same in the years 2015-2016 to 2018-2019. However, more faculty were hired by the college in the year 2019-2020 since hiring more instructors of the different fields of specialization were necessary due to the following reasons: first, the number of students enrolled in the university is increasing in number as graduates from the twelve-year basic education curriculum (K-12) were produced; second, many programs or courses were added or offered specifically in the academic year 2018-2019 onwards which added to the increasing number of students; lastly, all minor or GEC (General Education Curriculum) subjects and most of the GEE (General Education Electives) subjects of the different courses are handled by the instructors from this college. Hence, an additional number of teaching forces is a necessity. Notably, a slight fluctuation of increase is also observed when the 16.78 students per faculty from 2017 to 2018 increased to 18.17 students per faculty in the year 2018-2019.

This slight fluctuation of increase entails that the total number of faculty from the school year 2017-2018 to 2018-2019 is the same; however, there was an increase in the number of students since the college added a new course or program in the year 2018-2019, which contributed to the increase in the student population in the college. The same pattern of downward trend can be observed in the College of Agriculture. However, in terms of the ratio, the first two included years were not considered to be an ideal ratio. In this regard, the College, in 2015-2016, had a faculty-to-student ratio of 1:58.69. This suggests that the college also had a large number of students in this specific year since the admission and retention policy was not yet implemented, and there were still many prospective enrollees in this particular year since the last batch of high school students under the ten–year basic education curriculum graduated in the same year. Remarkably, the admission and retention policy entails that a student cannot be admitted or cannot enroll in board courses unless their general weighted average is 85 and must have no grades below 85 in Math, Science, and English. Likewise, once admitted and enrolled, the student must maintain the required grades to remain in the program that the student is enrolling in. Undeniably, this policy had also contributed to the declining number of students enrolled in the College of Agriculture since the course with the largest number of enrollees in this college is a board program; thus, the admission and retention policy was observed. This gradually decreased the next year by a reduction of 10 students per faculty, resulting in a 1:48.79. It was only in the succeeding years of 2017 to 2020, when the college achieved an ideal ratio of one faculty to 35.40, 26.23, and 23.62 students, respectively. The above-mentioned reasons also contributed to this decline in

The greater concern can be observed in the College of Engineering, Technology, and Management. Among the four selected colleges, the CETM has the highest faculty-to-student ratio. It was shown in the same table that the College had significantly high levels of student ratio for every faculty, specifically in the years of 2015-2016 (1:59.06), 2016-2017 (1: 75.86), 2017-2018 (1:64.63), and 2019-2020 (1:64.40). This ratio denotes that the college has a large number of students because it is the college that houses the most number of degree programs and with the most number of enrollees. Similarly, it is the only college that offers night programs, which also contributed to such a number of students and, thus, contributed to high levels of the student-to-faculty ratio. It was only during 2018 to

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2019 when the college had marginally acceptable levels of faculty-to-student ratio, which is 1:46.63. All this can be compared and illustrated in Figure 2 below.
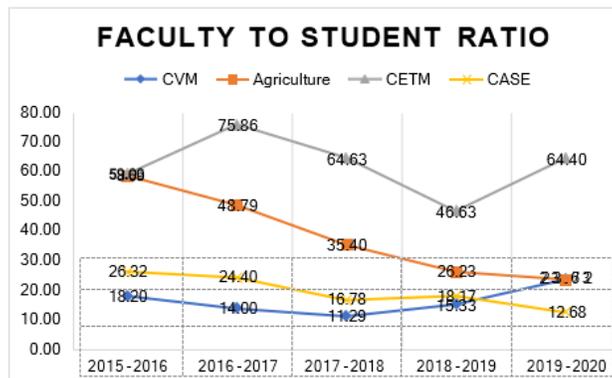

Figure 1. *Faculty to Student Ratio Chart across the Four Colleges of CTU and over Academic Years*

Collection and Budget

Table 2. *Collection and Budget Allocation per year (CBA) to Student Ratio of the Selected Colleges of Cebu Technological University-Barili Campus from 2015 to 2020*

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CVM	₱6,722.40	₱5,767.49	₱5,606.81	₱3,425.03	₱2,627.79
Agriculture	₱1,250.06	₱1,444.65	₱1,840.96	₱1,813.30	₱1,718.80
CETM	₱1,022.29	₱534.10	₱629.94	₱977.28	₱873.06
CASE	₱1,734.00	₱2,084.33	₱3,064.12	₱2,714.77	₱2,863.66

CVM= College of Veterinary Medicine, Agriculture= College of Agriculture, CETM = College of Engineering, Technology and Management, CASE= College of Arts and Sciences, and Education

An analysis of the University's Collections and Budget Allocation was also implemented relative to the university's student population per college. It can be observed in Table 2 that the College of Veterinary Medicine has the largest collection and budget allocation per student across the included academic years. Besides, the budget per student reached the highest point of ₱6,722.40 in 2015 and 2016. However, a downward or decreasing trend of the ratio surfaced. Currently, the college has reduced its collection and budget-to-student ratio and reached the lowest point of ₱2,627.79 per student. Yet, a dramatic decrease in this ratio is mostly observed during the transition between academic years 2017- 2018 and 2018-2019, with an observed fluctuation of ₱2,181.78 per student. This denotes that the college has the largest ratio of CBA per student because it houses the smallest number of students, but still has a large amount of budget. Though the students' population of the college was decreasing from the academic year 2015- 2016 to 2017-2018, there was still a decreasing trend of the ratio since the collection and budget allocation from the year 2015 was also decreasing until the year 2018. Remarkably, the ratio continually dropped until the academic year 2019-2020, though the collection and budget allocation were increasing from 2019 to 2020. This is because the student population was also increasing from the academic year 2018-2019 until recently (i.e., 2019-2020).

This was followed by a relatively stable collection and budget allocation per student in the College of Arts, Sciences, and Education. In this College, the CBA per student reached the highest point of ₱3,064.12 during the Academic Year 2017-2018. Notably, it was during this academic year that the college had the least student population but with the second largest collection and budget allocation. It can also be seen that its lowest CBA per student was at ₱1,734.00 in 2015-2016. This indicates that it was during this academic year that the collection and budget allocation of the college placed third from the highest; nevertheless, the student population was also high, contributing to the low ratio of CBA per student. However, this has increased in the more recently recorded years and has remained relatively stable with less marginal differences in the budget over the years, and has begun reaching the CBA to student ratio, ranging from ₱2,000.00 to ₱3,000.00.

The same pattern of relative stability in the CBA-to-student ratio can be observed in the College of Agriculture. It can also be seen from the data that the CBA ratio was gradually increasing from 2015 to 2019, but with a slight reduction in 2020, while still maintaining the level of relative stability. In fact, the decrease that is found from 2019 to 2020 was only approximately ₱100.00. Notably, the gradual increase in the CBA-to-student ratio from 2015-2019 was contributed to by the gradual decrease in the number of enrolled students from this college. On the other hand, the slight reduction of CBA per student in 2020 infers that the budget was still the same as the preceding year. Still, there was a slight increase in the students' population since it was during this school year that the college added or offered two new courses: the BS Agribusiness and BS Food Technology. These two additional courses contributed to the increase in the number of students in this specific year. Moreover, in the College of Agriculture, the highest CBA-to-student ratio was recorded in the year 2017-2018 with ₱1,840.96 for every student of the college. This indicates that it was during this academic year that the student population of the college was placed second from the lowest. Yet, the collection and budget allocation were among the highest. Conversely, the lowest recorded CBA-to-student ratio was found in the year 2015-2016, with only ₱1,250.06 CBA for every

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1 student. Though the collection and budget allocation in this academic year were among the highest, the ratio of CBA per student was still at the lowest since the highest student population of this college was recorded within this academic year.

While the College of Engineering, Technology, and Management has relatively stable trends of CBA to student ratio, among the four colleges, they have the lowest ratio compared to other colleges. It was presented in the same table that after AY 2015-2016, the CBA to student ratio is already less than the ₱1,000.00 minimum. The highest CBA to student ratio was recorded in the AY 2015-2016 with only ₱1,022.29, which is still less compared to other colleges and the yearly records. It had its lowest CBA-to-student ratio during AY 2016-2017, with only ₱534.10 for the whole year. However, a gradual increase has been observed in 2017-2018 and 2018-2019, but still below the ₱1,000.00 range. This entails that the college has the lowest ratio among the four colleges since it offers night programs and houses the greatest number of courses, which contributed to a large student population. Though the college has the highest amount of collection and budget allocation, the ratio between CBA and students is still the lowest among all colleges since it has the greatest number of students. All this can be illustrated and compared through a graphical presentation found in Figure 2.
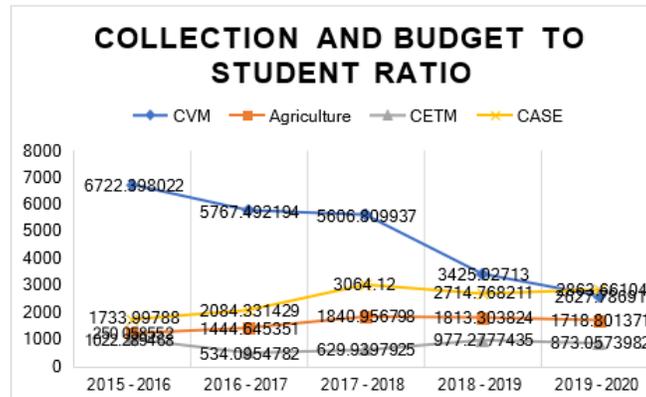

Figure 2. *Collection and Budget Allocation to Student Ratio Chart across the Four Colleges of CTU and over Academic Years*

Expenditure

Table 3. *Expenditure to Student Ratio of the Selected Colleges of Cebu Technological University-Barili Campus from 2015-2020*

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
CVM	₱6,111.27	₱5,243.17	₱5,097.10	₱3,113.66	₱2,388.90
Agricultur e	₱1,136.42	₱1,313.31	₱1,673.60	₱1,648.46	₱1,562.55
CETM	₱929.35	₱485.54	₱572.67	₱888.43	₱793.69
CASE	₱1,576.36	₱1,894.85	₱2,785.56	₱2,467.97	₱2,603.33

CVM= College of Veterinary Medicine, Agriculture= College of Agriculture, CETM = College of Engineering, Technology and Management, CASE= College of Arts and Sciences, and Education

Relative to the collection and budget allocation of the Colleges of CTU, the manner in which they were spent for every student is also a consideration. Table 3 presents the data on the expenditure-to-student ratio among the four colleges across the 5 included academic years. Consistent with the results above, the expenditure of each college per student was controlled under the collection and budget allocation. This illustrates that the colleges' expenses over the years were always less than the CBA. This further means that the University was able to save from the said allocations. Furthermore, consistent patterns of fluctuations, such as decreases and increases of expenditure, are found in consideration of the CBA. This consistency can be seen in the comparison of Figures 1 and 2.
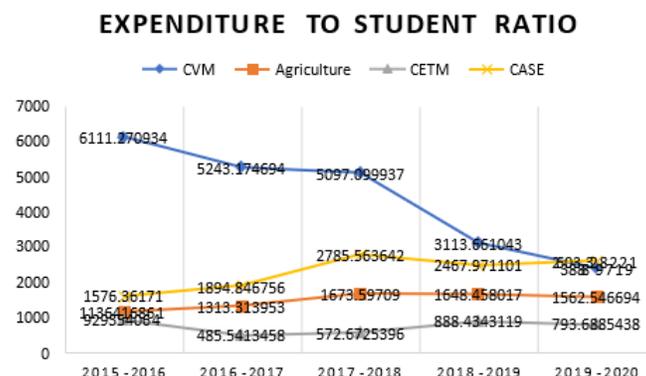

Figure 3. *Expenditure to Student Ratio Chart across the Four Colleges of CTU and over Academic Years*

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Degree of Readiness of CTU - Barili Campus in Offering the Undergraduate Program in Public Administration

In this specific study, the level of readiness of Cebu Technological University-Barili Campus (CTU-Barili) was assessed using the following criteria: (1) faculty profile, (2) curriculum, (3) facilities, and (4) Instructional Delivery. These criteria were assessed among five (5) sample groups of stakeholders, namely, the CTU personnel, DepEd, Local Government Units, Parents, and Students. Each of the criteria was analyzed descriptively and was tested for One-Way Analysis of Variance (ANOVA). This is to measure the extent of differences in their perceptions towards the readiness of the University to provide educational services, such as the program offerings of the Colleges stated above.

Table 4. *Stakeholders' Test of Comparison on the Perceived Levels of Readiness in terms of Faculty Profile*

	Mean	sd	Levene's Test/p-value	F	df	r2	p-value
CTU[a,b,c]	3.24	.20					
DepEd[a,d]	3.54	.14					
LGU[b,e]	3.56	.15	.19/.716	8.788**	35	.501	.000
Parents[d,e,f]	3.23	.24					
Students[c,f,]	3.60	.12					

1.00 − 1.79 – Very Low to Not Ready; 1.80 − 2.59 – Slightly Ready; 2.60 − 3.39 – Moderately Ready; 3.40 − 4.19 – Highly Ready; 4.20 − 5.00 Very High Readiness
**significant at p<.01, Levene's test assumes equal variances where p=.716, thus failure to reject the assumption of equal variances
Note: "a, b, c, d, e, and f" corresponding letters indicate significant differences using post-hoc Tukey's Honest Significant Difference (HSD) and Tukey Kramer's Test

The descriptive measures in Table 4 revealed that stakeholders rated the readiness of CTU in terms of faculty profile as ranging from moderately ready to highly ready. Specifically, the parents and CTU personnel perceive the university as moderately ready (M=3.23, sd=.24; M=3.24, sd=.20). The DepEd, LGU, and students perceive the university as highly prepared in terms of the composition of the faculty (M=3.54, sd=.14; M=3.56, sd=.15; M=3.60, sd=.12). This implies that the university was able to ensure that there is an adequate pool of qualified faculty members or instructors among the programs offered by the university. This also suggests that there is a reasonable amount of competition among the faculty members to provide instruction, research, and extension in their respective program offerings.

On the other hand, there were key informants who verbally expressed their insights on the faculty readiness of the campus in offering the undergraduate program of PA from a different perspective. Notably, five of the key informants voiced doubt on the sufficiency of instructors who can handle major subjects in Public Administration by stating, "I am not sure if the institution is ready to offer this program since, as far as I know, no faculty has graduated with public administration as his/her baccalaureate degree" (KI 72). This was further affirmed by KI 60 and KI 61 by stating that "I am doubtful of offering this program because it lacks administrative support and faculty". In addition, KI 61 also stated that "offering a new program requires additional faculty". Moreover, one of the key informants commented that "the hiring of an instructor for Public Administration might not have been anticipated because it wasn't projected to open such a course, maybe due to some school projects' priorities, such as buildings, rooms, and offices. In addition to that, the unavailability of instructors to handle the program, especially the major subjects, is also a problem" (KI 70). Further, KI 73 expressed her opinion by stating "Being biased to Agriculture, I don't think there is a need to offer a program that is not really allied to the flagship program of CTU-Barili". These statements imply that these key informants were doubtful of the success and viability of offering the PA program in CTU-Barili, specifically in terms of faculty. Besides, one of the key informants articulated that there is no need to provide a program that is not related to the flagship program of CTU-Barili.

Moreover, using One-Way ANOVA and the assumption of equal variances among the sample groups (stakeholders), the results reveal that there is a significant difference in the perceptions of the level of readiness among the stakeholders (F(35)=8.788, p<.001). Further, it is contended that 50.1% of the differences among the levels of perception on the readiness of the faculty are accounted for by the differences among the groups. Post-hoc Tukey HSD and Tukey Kramer's test were performed to check bivariate differences. It can be seen that there were significant differences in the perception of readiness between (a) CTU and DepEd, (b) CTU and LGU, (c) CTU and students, (d) DepEd and Parents, (e) LGU and Parents, and (f) Parents and Students. This suggests that (a) DepEd significantly perceives higher levels of faculty readiness compared to CTU, (b) LGU significantly perceives higher levels of faculty readiness than CTU, (c) students significantly perceived higher levels of faculty readiness than CTU, (d) DepEd perceives significantly higher levels of faculty readiness than the parents, (e) LGU perceives significantly higher levels of faculty readiness than the parents and (f) students perceive significantly higher levels of faculty readiness than their parents.

Table 5. *Stakeholders' Test of Comparison on the Perceived Levels of Readiness in terms of Curriculum*

	Mean	Sd	Levene's Test/p-value	F	df	r2	p-value
CTU[a]	3.52	.18					
DepEd[b]	3.62	.10					
LGU[a,c]	3.72	.14	.49/.113	9.855	101	.281	.000
Parents[b]	3.46	.18					
Students[c]	3.57	.19					

1.00 − 1.79 – Very Low to Not Ready; 1.80 − 2.59 – Slightly Ready; 2.60 − 3.39 – Moderately Ready; 3.40 − 4.19 – Highly Ready; 4.20 − 5.00 Very High Readiness
**significant at p<.01, Levene's test assumes equal variances where p=.716, thus failure to reject the assumption of equal variances
Note: "a, b, c, d, e, and f" corresponding letters indicate significant differences using post-hoc Tukey's Honest Significant Difference (HSD) and Tukey Kramer's Test

The descriptive measures in Table 5 revealed that stakeholders rated the readiness of CTU in terms of curriculum as highly ready.

Among the stakeholders, the parents rated the preparedness of the curriculum lowest but still within the highly ready range (M=3.46, sd=.18). The University, DepEd, LGU, and students also perceive the university as highly prepared in terms of the composition of the curriculum (M=3.52, sd=.18; M=3.62, sd=.10; M=3.72, sd=.14; M=3.57, sd=.19). Among the stakeholders, the LGU rated the curriculum readiness highest, followed by the DepEd, the students, and CTU, respectively. This implies that the university was able to ensure that the programs' curricula were compliant with the academic and professional demands. This also suggests that the current structure of the curriculum is reflective of the needs of the community, hence making the graduates prepared for the necessary competencies.

Using One-Way ANOVA and the assumption of equal variances among the sample groups (stakeholders), the results reveal that there is a significant difference in the perceptions of the level of readiness among the stakeholders (F (101) =9.855, p<.001). Further, it is contended that 28.1% of the differences among the levels of perception on the readiness of the curriculum are accounted for by the differences among the groups. Post-hoc Tukey HSD and Tukey Kramer's test were performed to check bivariate differences. It can be seen that there were significant differences in the perception of readiness between (a) CTU and LGU, (b) DepEd and Parents, and (c) LGU and Students. This suggests that (a) LGU perceives significantly higher levels of curriculum readiness than CTU, (b)DepEd perceives significantly higher levels of curriculum readiness than the parents, and (c) LGU perceives significantly higher levels of curriculum readiness than students.

Table 6. *Stakeholders' Test of Comparison on the Perceived Levels of Readiness in terms of Facilities*

	Mean	sd	Levene's Test/p-value	F	df	r2	p-value
CTU[a,b]	3.50	.19					
DepEd[a,c]	3.79	.18					
LGU	3.64	.14	.18/.285	4.364	34	.339	.005
Parents[c]	3.57	.12					
Students[b]	3.70	.07					

1.00 – 1.79 – Very Low to Not Ready; 1.80 – 2.59 – Slightly Ready; 2.60 – 3.39 – Moderately Ready; 3.40 – 4.19 – Highly Ready; 4.20 – 5.00 Very High Readiness
**significant at p<.01, Levene's test assumes equal variances where p=.716, thus failure to reject the assumption of equal variances
Note: "a, b, c, d, e, and f" corresponding letters indicate significant differences using post-hoc Tukey's Honest Significant Difference (HSD) and Tukey Kramer's Test

The descriptive measures in Table 6 revealed that stakeholders rated the readiness of CTU in terms of facilities as highly ready. Among the stakeholders, CTU rated the readiness of the facilities lowest but still within the highly ready range (M=3.50, sd=.19). DepEd, LGU, Parents, and Students also perceive the university as highly prepared in terms of the availability of university facilities (M=3.79, sd=.18; M=3.64, sd=.14; M=3.57, sd=.14; M=3.70, sd=.07). Among the stakeholders, the DepEd rated the readiness of the facilities highest, followed by the students, the LGU, and the parents, respectively. This implies that the university was able to ensure that it is well-equipped with learning facilities that allow the students to learn effectively as demanded by the program offerings. In addition, this describes the ability of the university to provide a conducive learning environment by ensuring that the facilities are accessible and usable among the learners.

Using One-Way ANOVA and the assumption of equal variances among the sample groups (stakeholders), the results reveal that there is a significant difference in the perceptions of the level of readiness among the stakeholders (F(34)=4.364, p<.01). Further, it is contended that 33.9% of the differences among the levels of perception on the readiness of the facility are accounted for by the differences among the stakeholders. Post-hoc Tukey HSD and Tukey Kramer's test were performed to check bivariate differences. It can be seen that there were significant differences in the perception of readiness between (a) CTU and DepEd, (b) CTU and Students, and (c) DepEd and Parents. This suggests that (a) DepEd perceives significantly higher levels of facility readiness than CTU, (b) students perceive significantly higher levels of facility readiness than CTU, and (c) DepEd perceives significantly higher levels of facility readiness than Parents.

Table 7. *Stakeholders' Test of Comparison on the Perceived Levels of Readiness in terms of Instructional Delivery*

	Mean	sd	Levene's Test/p-value	F	df	r2	p-value
CTU[a,]	3.64	.14					
DepEd[a,b, c]	3.94	.06					
LGU[b]	3.69	.14	.10/.379	4.700	15	.556	.011
Parents[c]	3.69	.10					
Students	3.74	.07					

1.00 – 1.79 – Very Low to Not Ready; 1.80 – 2.59 – Slightly Ready; 2.60 – 3.39 – Moderately Ready; 3.40 – 4.19 – Highly Ready; 4.20 – 5.00 Very High Readiness
**significant at p<.01, Levene's test assumes equal variances where p=.716, thus failure to reject the assumption of equal variances
Note: "a, b, c, d, e, and f" corresponding letters indicate significant differences using post-hoc Tukey's Honest Significant Difference (HSD) and Tukey Kramer's Test

The descriptive measures in Table 7 revealed that stakeholders rated the readiness of CTU in terms of instructional delivery as highly ready. Among the stakeholders, CTU rated the preparedness of their instructional delivery the lowest but still within the highly ready range (M=3.64, sd=.14). DepEd, LGU, parents, and students also perceive the university as highly prepared in terms of their ability to provide effective instructional delivery (M=3.94, sd=.06; M=3.69, sd=.14; M=3.69, sd=.10; M=3.74, sd=.07). Among the stakeholders, the DepEd rated the instructional delivery readiness highest, followed by the students, LGU, and the parents, respectively. This implies that the university was able to provide effective and holistic instruction to its students, especially in the areas of course planning and implementation of face-to-face, modular, and online-learning modalities. This also describes the highly ready nature of the university

to adapt to the learning needs of the students, especially in the context of classroom learning.

Using One-Way ANOVA and the assumption of equal variances among the sample groups (stakeholders), the results reveal that there is a significant difference in the perceptions of the level of readiness among the stakeholders ($F(101)=4.700$, $p<.05$). Further, it is contended that 55.6% of the differences among the levels of perception on the readiness of the instructional delivery is accounted for by the differences among the stakeholders. Post-hoc Tukey HSD and Tukey Kramer's test were performed to check bivariate differences. It can be seen that there were significant differences in the perception of readiness between (a) CTU and DepEd, (b) DepEd and LGU, and (c) DepEd and Parents. This suggests that (a) DepEd perceives significantly higher levels of instructional delivery readiness than CTU, (b)DepEd perceives significantly higher levels of curriculum readiness than the LGU, and (c) DepEd perceives significantly higher levels of curriculum readiness than the Parents.

Strengths of the Current Programs or Courses in CTU-Barili Campus

The researcher used interview questions to gather data about the strengths of the current programs or courses in CTU-Barili Campus. Afterward, the researcher then performed a SWOT analysis to find out the strengths of the current programs, which will serve as a basis for the recommendation of opening an undergraduate program in Public Administration. In line with this, the researcher found out that most of the curricular programs in CTU-Barili are accredited under the Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc.

(AACCUP). This means that most of the curricular programs on the campus are of quality assured, thus, can attract enrollees. Accreditation, according to Corpus (n.d), is the process of evaluating the institution's educational activities or programs to confirm if it really achieves its objectives and to ensure that its quality is comparable to other colleges or universities. Hence, the accredited curricular programs in CTU-Barili are considered strengths of the campus.

Second, most of the curricular programs on the campus have a Certificate of Program Compliance. The Certificate of Program Compliance is a recognition issued by the Commission on Higher Education (CHED) to a specific curricular program offered in any SUCs or LUCs after being fully compliant with the CHED's standards and guidelines (CHED Memorandum Order No. 14, series of 2019). This COPC issuance is in line with RA 10931 (Universal Access to Quality Tertiary Education Act), with a goal to ensure that the program is quality assured. Thus, it can be considered as the campus's strength.

Third, the availability of different courses or curricular programs in CTU- Barili is also a strength. The campus offers a variety of curricular programs that are on-trend, needed, necessary, and relevant, and are tailored to the demands of the labor market. These programs are mentioned in the first part of this section (please see "Status of the Offered Programs of Cebu Technological University-Barili Campus, Courses Offered").

Fourth, most of the faculty have very good qualifications. This means that most of the professors are vertically aligned and well-trained in their areas of specialization. Vertically aligned professors, according to Lapiz (2015), are professors whose undergraduate, master's, and doctoral degrees are of the same line or of the same area of specialization. He further asserted that, apart from Cebu Normal University, other colleges and universities in the Philippines, either public or private, should also observe the policy on vertical articulation to achieve quality education. CTU-Barili Campus, as one of the universities in the Philippines, observed the policy on vertical articulation as mandated by CHED. In addition to this, the campus also provides and supports faculty-relevant training, which is considered the campus's strength.

Fifth, the researcher identified that CTU-Barili Campus has the presence of faculty members of related fields available for teaching Public Administration. This signifies that the campus has the presence of instructors who are baccalaureate, master's, and doctoral degree holders in the field of Public Administration. In fact, the campus has four (4) professors who are graduates of Doctor in Public Administration, one (1) for Master in Public Administration, and one for Bachelor of Public Administration (Human Resource Management Office, CTU-Barili Campus). To this end, offering Public Administration is an advantageous subject, subject to CHED's policies, guidelines, and minimum standards in providing such a program. Besides, it is the desire of the different stakeholders to have a Public Administration course in CTU-Barili. In fact, out of one hundred forty (140) senior high school students being surveyed by the researcher, forty (40) of them intend to enroll in a Public Administration program.

The availability of classrooms and other school facilities and equipment is also one of the strengths of the campus. Physical facilities are one of the minimum requirements set by the Commission on Higher Education if a school desires to offer the Bachelor of Public Administration as specified in CMO No 06, series of 2010. It further stipulated that the school should provide a learning environment conducive to learning. However, when face-to-face classes resume, these facilities, especially the classrooms, will not be enough to cater to the students due to the increasing number of enrollees.

Another strength of the campus is its land area. This signifies that the school is spacious and can offer a conducive environment for learning. Its location is too big (100 hectares) and can be a good foundation to build necessary additional infrastructure, such as school buildings, classrooms, and other school facilities. The school also has enough resources. However, the allocation of the budget is a problem as there are more priorities like school buildings and other facilities, as well as the flagship program of CTU-Barili, which is Agriculture.

Likewise, the campus is also a research-oriented school. In fact, it has the Biotech Center, which "facilitates studies in bio-science engineering systems technology, plant biotechnology, bioresources technology, and food or feed technology" (ctu.edu.ph). Notably, research is also one of the requirements in offering the baccalaureate degree in Public Administration. Article XI, Section 42 and 43 of the CMO No. 06 series of 2020 states that institutions should undertake research and should encourage and support faculty and students in the field of study.

Another strength is that the campus is the only SUC in Barili, Cebu, thus, no competition within the Barili area. This means that there are no other universities and colleges (either public or private) within the locality of Barili. Then, the connectivity kit provision for students (online learning) is also considered a strength not only for CTU-Barili but for the whole CTU-System. The sudden shift of face-to-face classes into online learning brought about by the COVID-19 pandemic has put students and teachers into a challenge on how to continue the teaching-learning process. However, the administration acknowledged this challenge and addressed the problem by providing connectivity kits for both students and teachers with the goal of continuing the teaching-learning process.

Problems and Constraints Encountered by CTU-Barili Campus

In Table 8, the leading problem encountered by CTU – Barili Campus is that the feasibility study of offering an undergraduate program of Public Administration has not been conducted, which ranks 1st in the problems. According to KI 72, "offering a Public Administration program will respond to the current need of the society, but a feasibility study should be conducted first". This verbatim account exhibits that offering a Public Administration program is essential; however, the respondent suggested that a feasibility study should be conducted to ensure that the proposed program is viable and successful.

Table 8. *Problems Encountered by CTU – Barili Campus*

Particulars	DepEd Teachers	SHS Students	Parents	CTU Faculty and Staff	LGU Officials and Employees	Total	Rank
1. A feasibility Study about offering Public Administration has not been conducted	13	89	26	26	12	166	1st
2. The increase of students' population is proportional with the increase of faculty load	8	56	15	21	10	110	5th
3. Inadequacy of facilities and equipment	5	43	8	17	8	81	10th
4. Lack of funding	6	60	9	12	8	95	7th
5. Inadequacy in the number of support personnel to assist the administration	8	46	10	12	7	83	9th
6. Inadequacy in the number of support personnel to assist in the performance of faculty's duties and functions	7	52	10	14	7	90	8th
7. Shortage of school buildings	6	52	6	14	5	83	9th
8. Shortage of textbooks and other resources	6	57	17	25	14	119	4th
9. Not prepared financially and technologically for online learning	5	68	8	15	6	102	6th
10. Poor internet connectivity/poor signal for online learning	10	97	15	28	14	164	2nd
11. Inadequacy of resources for online learning	10	81	10	20	8	129	3rd

Poor internet connectivity or poor signal for online learning ranked 2nd among the problems. This implies that though connectivity kits were provided among students and teachers on the campus, the challenge faced by the school in implementing the current programs or courses still continues due to poor internet connection or poor signal. This statement is supported by McKie (2020), who stated that poor connections hamper online learning. Further, the survey conducted by The World University Rankings in 2020, as stated in McKie (2020), revealed that 56% of the 1, 416 students said that their studies have been affected by a slow or unreliable internet connection, thus hampering their learning.

Likewise, the inadequacy of resources for online learning ranked 3rd, and the shortage of textbooks and other resources ranked 4th among the problems. This suggests that the school should provide enough learning resources that are of quality and relevance, and must be proportionate to enrollees. These resources must also be made available online to meet the current demand for both students and teachers since we are shifting into online learning due to the current health crisis (i.e., Covid-19 pandemic).

Besides, "the increase of students' population is proportional to the increase of faculty load" ranked 5th among the problems. This is due to the unexpected increase in the number of enrollees. Thus, it is suggested that the school should hire sufficient faculty to avoid this discrepancy. In addition, not being prepared financially and technologically for online learning ranked 6th in the problems. This is in connection to the sudden shift from face-to-face to online teaching and learning since the online class was unprecedented, thus, institutions were not able to prepare. However, as time went by, institutions were able to adopt the different learning platforms, which enable the teachers and students to interact and learn with each other despite the crisis that we are facing.

Moreover, lack of funding ranks 7th among the problems. This is followed by the inadequacy in the number of support personnel to

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assist in the performance of faculty's duties and functions (rank 8th). The shortage of school buildings and inadequacy in the number of support personnel to assist the administration, both of which rank 9th and the least of the problems, is the inadequacy of facilities and equipment, which ranked 10th. The inadequacy of facilities and equipment ranked the least since facilities such as classrooms, medical and dental clinics, and laboratories, among others, are present in the school. The only problem is that when face-to-face classes resume, the school cannot cater to all the students since the student population is continually increasing.

Additionally, during the SWOT analysis, the researcher found out additional problems or constraints encountered by the school in offering the current programs or courses. One of these problems is that some of the programs offered on the campus have only a few enrollees, which, according to one of the respondents (Respondent 81), is a waste of resources. In this case, the school, especially the concerned college or department, should make an effort to market and advertise the program to gain more enrollees in the future.

Likewise, the presence of faculty who are not vertically aligned to their area of specialization is also considered a weakness or problem of the current programs of the campus. Vertical articulation is vital in producing quality education. In fact, CHED issued the CMO No. 46, series of 2012, to "enhance the quality assurance system of Philippine higher education through learning competency-based standards and an outcomes-based system of quality assurance". This provision from the memorandum is in accordance with Article XIV, Section 1 of the 1987 Constitution, which mandates the protection and promotion of quality education of all Filipinos.

Likewise, the researcher found that the lack of plantilla positions is also a weakness of the campus. Accordingly, this problem will "force teachers to handle subjects which are not their area or field of specialization, thus sacrificing the quality of education" (KI 72). Also, the unavailability of instructors to handle the program, especially the major subjects, is a problem discovered by the researcher. Lastly, the accessibility of the school is also a problem encountered by the campus in offering the current programs. This problem "contributes to a lesser number of students since the location of the school is far from the national highway" (KI 67).

Stakeholders' Feedback and Comments on Offering Public Administration Program in CTU-Barili Campus: The Benefits of Offering Public Administration Program in CTU-Barili Campus

Producing graduates in the field of Public Administration is vital in providing efficient, effective, responsive, and result-oriented public services. This goal is achieved through offering the PA program. To further understand this, the key informants cited below the benefits of providing this program in the CTU-Barili Campus.

Enrolling in Public Administration helps students prepare themselves for a management position and develop leadership qualities, which are very crucial when they plan to hold a government position. Similarly, our youth are the future leaders of the country. Preparing them to be effective and confident leaders is crucial in crafting a good nation. Therefore, youth should be exposed to a study that helps them understand the political field, allows them to provide analyses of the situations of society, and have an idea and understanding of how to manage people. I believe that these will be made possible through studying Public Administration in a school that offers quality education. (KI 105)

"Offering a Public Administration program in CTU-Barili Campus could produce more public administration graduates that would help LGUs be more competent and efficient in their mandate for nation-building." (KI 57, 61, 63, 66)

"Offering a Public Administration course in CTU-Barili Campus is timely and crucial in changing the political arena in public administration." KI 61

"Offering this program enables an individual to be more knowledgeable regarding the true and authentic public service and administration." (KI 62)

"Offering a Public Administration program is beneficial since there are a lot of graduates serving as a public official (both elected and appointed). Knowledge of a public administration course will ensure that they will become equipped and committed to being in public service and administration". (KI 61, 62, 68)

"Offering this kind of degree program to an institution who will be managed with qualified personnel will boost the perspectives of the youths that there is a bigger picture in this kind of degree program. It will uplift the student's ability and widen their knowledge of what Public Administration really is." (KI 94)

The verbatim accounts of the key informants above exhibit that offering Public Administration in CTU-Barili Campus is indeed beneficial because it greatly benefits the government and other organizations that provide public services. This means that studying public administration helps and molds students to develop qualities that are crucial in the field of management, leadership, and administration. In addition, enrolling in this field allows individuals to be more knowledgeable, competent, efficient, authentic, and committed to crafting a good nation. In view of that fact, Guardian (2021) cited that studying public administration is very crucial, and it helps students to become better government employees in the future since the role of Public Administration in governing a nation is complex and dynamic. Moreover, this program helps train students in managing complex issues in administration and government. The author further cited that, according to Gullick (one of the many theorists of public administration), public administration functions are widely used to help administrators provide people with better services. Furthermore, Das (2021) claimed that studying public administration helps find solutions to the problems and issues that a country is facing since students are trained in this field, thus

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developing management, leadership, and decision-making skills that could find solutions to complex problems that a nation or community is facing.

Besides, another set of key informants agreed on the plan to offer Public Administration in CTU-Barili Campus and mentioned that providing this kind of program is beneficial and highly recommended. This is affirmed by four of the key informants by sharing:

"Offering this program in our campus is indeed beneficial and highly recommended. I agree on this plan to offer the program" (KI 61, 63, 70, 107)

This implies that these key informants saw the importance and benefits of offering this program, especially since there are many complex issues that the government is facing. In view of that fact, the knowledge of this field is needed to address such complex problems. Moreover, this helps train the students in the areas of planning, organizing, staffing, directing, coordinating, reporting, and budgeting (Chalekian, 2013), which are also very vital skills in managing complex issues in administration and governance.

Likewise, offering a PA program is beneficial for CTU-Barili since it means more enrollees. Nevertheless, one of the respondents suggested that a feasibility study must be conducted first. This is further reiterated by the responses of the key informants below, who state:

"Offering PA would really be beneficial for CTU-Barili because it could mean a greater number of students catered and definitely, we could attract more enrollees." (KI 72, 77)

"Offering a Public Administration program will respond to the current need of the society, but a feasibility study should be conducted first." (KI 72)

This entails that offering this program on the campus is indeed advantageous, especially on the part of CTU-Barili, since it can add to the increasing population of enrolled students, and adding a new program is an additional budget for the university. However, one of the key informants asserted that the campus must conduct a feasibility study to ensure that this program is successful and viable. This is further validated in Table 3, wherein not conducting feasibility in offering a program ranked first among the problems encountered. On that note, the key informant's suggestion to conduct a feasibility study is vital and ensures whether the program is viable or not.

The Benefits of Offering Public Administration Programs to Organizations that Provide Public Services and the Society. Offering a PA program surely benefits the organizations that provide public services because it produces high-quality graduates with appropriate and extensive knowledge in this field. Three of the key informants uttered:

"The government will benefit greatly from the offering of this program because it will assist in the government's dispensing of high-quality public service characterized by virtues of honesty, integrity, reliability, and responsiveness." (KI 83)

"Molding students to become honest, reliable, humble, efficient, & effective public servants someday would greatly help our country to end corruption and alleviate poverty. In addition, nowadays, there's a need for great leaders/public servants of our country to end corruption and help raise the standard of living, thus offering this program is essential." (KI 70)

"These people will become productive individuals in the future, and therefore, they are assets to our country in giving quality service to the public." (KI 43)

From the feedback above, it is clear that the government greatly benefits from the graduates of the public administration program since they are provided with a workforce that is molded with virtues needed towards a high-quality public service, such as honesty, integrity, reliability, efficiency, effectiveness, and responsiveness. Some of these virtues are highlighted in Manzoor (2014), and it is argued that these are necessary for providing public goods and services among the constituents. Frederickson (2010), in Manzoor (2014), further attested that public administration needs individuals characterized by the above-stated qualities. Moreover, Kefela (2011) supported this idea and cited that efficiency and effectiveness are integral to the well-being of any country.

On the other hand, producing graduates in the field of Public Administration not only benefits the government but also other organizations that provide services to the public and to the community as a whole. In fact, five of the key informants affirmed this by sharing:

"Considering that there are many government agencies, offices in local government units, and also in non-government organizations, hence, there is a great need for graduates in the program who will provide professional service in these government agencies & LGU offices, and likewise, in non-government organizations (NGO's). Thus, offering this program will definitely respond to the current need of the community or society. (KI 83)

"Organizations where public, private, and non-government organizations (NGO's) will greatly benefit from the products of this BPA program because they can be assured of quality graduates, human resources who are service-oriented. Most importantly, the whole Philippine society will benefit from the products or graduates of this BPA program because the graduates of this program will be the new breed of public servants who will provide future leadership in their respective organizations." (KI 83

"These graduates will become employees of the organizations that provide services to the public, and these graduates already have

knowledge and skills in handling their clientele. Training is less needed, which will minimize the organization's expenses." (KI 38)

"Offering a PA program is timely and needed. Our community can grow and flourish if we have public servants who use their minds and hearts in serving the public." (KI 59, 68)

"The employees from the LGU could benefit from this program. Their knowledge and skills in various aspects of governance will be improved, thus, improving their services in the end." (KI 77)

From the key informants' comments above, it is clear that other organizations that provide services to the public and the community also greatly benefit from the graduates of the above-mentioned program. This statement is per the claim of Alam (2009) that good governance and proper administration apply not only to the government and legislature but also to other sections of society, such as the private sector, the corporate sector, secular and religious communities, and, most importantly, to the non-government organizations. Moreover, one of the key informants emphasized that hiring public administration graduates in the field of public service and administration requires less training, thus minimizing the organization's expenses in the end.

In general, offering and producing graduates from the Public Administration program benefits all sections of society, including the government and non- government organizations, as it trains the aspirants towards good governance and better administration. Moreover, training these aspirants improves their skills in management, leadership, and decision-making, thus improving their services in the end.

On that note, Juneja (2021) mentioned that the critical role of public administration is to govern society and contended that the government can still exist even without the legislature and judiciary, but can never exist without administration. This means that administration is vital in governing the society, especially in delivering basic services to the public, leading and managing, and making decisions to address different societal issues. Juneja (2021) further argued that public administration's role in modern society is continually expanding and encompassing, and knowledge in the field of public administration is needed to efficiently, effectively, and responsively play this ever-expanding and encompassing role.

Stakeholders Needs

In offering or operating a new program, colleges or universities must not only look into its benefits for a specific organization or institution. It is also vital to examine the needs of the stakeholders. Certainly, these are the stakeholders' needs in terms of offering a PA program as elicited by the key informants:

"I am in the opinion that CTU-Barili Campus should be responsive to the needs of the community by offering this program Bachelor of Public Administration (BPA)." (KI 83)

"It would be ecstatic if CTU-Barili Campus offers Public Administration. I think that there are many students who are interested in it." (KI 122, 134, 143, 157)

"Nindot nga nay Public Ad sa CTU-Barili kay para nako daghan sad ganahan ani labi na tung gusto magpulitiko or gusto magtrabaho sa gobyerno (It's nice to have a Public Ad program at CTU-Barili because I think many students would like to enroll in that program, especially those who want to become a politician or a government employee)." (KI 92)

"Offering a Public Administration program in CTU-Barili Campus is very timely and helpful since there are many incoming 1st-year college students who like to enroll in Pub Ad. It will be convenient and advantageous for them to study here in Barili since they no longer have to spend much just to enroll as Public Ad students because it will be offered in CTU-Barili." (KI 7, 17, 22, 36, 42, 158)

"A lot of students are probably aspiring to enroll in the said program, but it has only been offered to schools from the city, which they can't afford, so offering it in CTU- Barili Campus will be of a great opportunity to these aspirants." (KI 82)

"Nindot kun i-offer ni nga kurso sa CTU-Barili kay kung kinsa tung mga studyante nga taga-Barili ug mga silingan nga lungsod nga ganahan mo-eskwela ug Public Ad kay di na sila kinahanglan moeskwela ug syudad labi na karon naay covid lisud kayo (It would be nice if this program will be offered in CTU-Barili because those graduates from Barili and the neighboring towns who intend to enroll in this program, don't need to go to the city, especially that we are facing the Covid-19 pandemic nowadays)." (KI 84, 90)

The comments above show that the different stakeholders exhibit an interest in offering the PA program on the campus because it would be beneficial to students, especially in Barili and its surrounding municipalities. In addition, they further stated that offering this program is useful since there are many students who are interested in this program. Moreover, delivering it on the campus nearer to them is advantageous because, aside from it being near, it also lessens their expenses compared to the costs that they spend on studying in the city.

On that note, stakeholders' involvement and consideration are really very important because these people play a vital role in planning what programs must be offered in every college and university. Accordingly, Rabinowitz (2021) defines stakeholders as people who affect an endeavor and people who have a strong interest in any effort, including those who are not directly affected by it. In the case of offering the Public Administration program in CTU- Barili Campus, stakeholders such as students, parents, teachers, CTU-Barili faculty and officials, and LGU-Barili are identified as stakeholders since they are involved in CTU-Barili activities.

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On Marketing/Advertising

Marketing and advertising, according to Terkan (2014), are very important, especially in today's competitive market. In the case of offering a new program, colleges and universities must be observant in their planning on how to market their proposed programs or courses. In this connection, two of the key informants suggested different strategies in marketing and advertising the proposed new programs by stating:

"Public Administration should be included in the annual campaign and survey for its feasibility to offer the program soon." (KI 77)

"If the university is ready with its curriculum on Public Administration, then why not offer such a degree? To gain enrollees, the school must make an effort in giving barangay-to-barangay orientation to the youth, parents, and officials on the benefits and future career of studying Public Administration." (KI 105)

Anchoring from the statements above, the key informants suggested that marketing and advertising must be done by the school if this program is offered in the future. In fact, one of them said that including it in the annual campaign is a very helpful tool in gaining enrollees. In the same vein, other key informants stated that "the school must make an effort in giving barangay-to-barangay orientation to the youth, parents, and officials on the benefits and future career of studying Public Administration". Apparently, these strategies attract the stakeholders and help the school to gain enrollees. These statements are per the claim of Terkan (2014), by confirming that apart from informing the consumers or constituents about a certain product or service, these strategies also attract people who are interested in such a service or product. In the case of offering a new program or course, marketing and advertising are also very important tools to attract enrollees.

Conclusions

In view of the findings, the researcher concluded that the CTU Barili Campus is highly ready with the possibility and viability of offering an undergraduate program in Public Administration. The need for Public Administration graduates is met by providing such a program, which is beneficial not only for Barili and the surrounding community but also to the country at large. Because of this program, students from Barili and the neighboring towns who intend to enroll in this program do not need to go to the city. However, challenges to the compliance of readiness suggest that a feasibility study should be conducted to ensure that the proposed program is viable and successful.

The respondents were given options to present their opinion about the introduction of the Public Administration program of CTU Barili Campus by giving them a scale of 1 – 5. One (1) or definitely not ready being the lowest, and five (5) or definitely ready as the highest. In addition, the following descriptive measures were utilized: 1.00 – 1.79 – Very Low to Not Ready; 80 – 2.59 – Slightly Ready; 2.60 – 3.39 – Moderately Ready; 3.40 – 4.19 – Highly Ready; 4.20 – 5.00 Very High Readiness. Since the general results calculated are interpreted as moderately ready to highly ready, now is the time for the university to proceed with the conduct of the feasibility study to ensure that the program is successfully taken as essential, beneficial, and with viability perspectives.

Though the result is favorable, the university still has strategies to address some challenges. Considering this additional program and the number of students increases, it should hire qualified Public Administration instructors with allied administrative personnel to assist in the performance of faculty members' duties so that work overload resulting in inefficiency can be avoided.

In order to sustain the university structure, it should maintain the university buildings well, with authorized classrooms, with standard facilities and equipment, so that the stakeholders of the university can develop a greater variety of mechanisms in coordinating activities. The university must commission the IT group to improve computerization or automation of information, emphasizing the efficiency techniques of advanced technology to be used in the organization. The university must ensure that it has enough budget, sufficient supplies, and materials for the program for a quick response to the needs of the stakeholders, fully availed of reliably, timely, and valid. CTU-Barili Campus must offer the baccalaureate degree in Public Administration to respond to the needs of the stakeholders and the community. On top of that, of all CTU campuses, only the CTU Main Campus offers a Bachelor of Public Administration. So, offering this program would make CTU-Barili the second campus to provide this program. More importantly, this program produces service-oriented individuals and high- quality public service characterized by virtues of honesty, integrity, reliability, and responsiveness.

To determine the reasonableness of this research, the following topics are recommended for further studies: A Feasibility Study in Offering the Undergraduate Program of Public Administration in CTU-Barili Campus. Revisitation on the Readiness of CTU-Barili Campus in Offering Undergraduate Program in Public Administration: Possibility and Viability Perspectives.

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Affiliations and Corresponding Information

Maricris E. Lacostales
Carcar City College
Carcar City, Cebu – Philippines
✉ *krislacostales123@gmail.com*