

Fiscal Management Practices and Program Performance of State Universities and Colleges in the Philippines

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Abstract

This research focused on the fiscal management practices and program performance of state universities and colleges in Region XII. Descriptive-correlation research design was employed to analyze the collected data from fifteen (15) financial practitioners and 75 faculty and staff with the total number of 100 respondents, purposive sampling technique employed, researcher-made instrument pattern and modified, statistical tool was used in frequency and percentage, mean and description, Pearson product moment correlation, and multiple regression analysis. Findings revealed that fiscal management in terms of planning, the respondents submitted indicative Project Procurement Management Plan (PPMP), and that the indicative Annual Procurement Plan (APP) and Annual Investment Plan (AIP) are prepared considering the mission, goals and objectives, conducting strategic planning activities to identify needs, and considering the participation of students and other stakeholders.

On the influence of the financial managers' profiles on the program performance of the SUCs indicated a significant influence of managers' profile on the program performance in terms of training and seminars. On the fiscal management on SUC's program performance in terms of instruction, research, extension gained significant influenced on budgeting.

Keywords: *Fiscal Management; Annual Procurement Plan (APP); Project Procurement Management Plan (PPMP), Annual Investment Plan (AIP).*

1. Introduction

State Universities and Colleges are mandated to ensure that all financial activities are conducted in an effective, efficient and appropriate manner. This further includes timely and accurate reporting of fund movements, security of assets and the maintenance of adequate internal controls. These mandates are all within legal, statutory and ethical obligations of the State Universities and Colleges as provided for by existing laws, rules and regulations.

Funds, either from the government or generated by institutions from other sources, are the lifeblood of institutional development. As there is never an end to development and improvement, the sourcing and allocation of funds continues to be a concern of all the educational institutions cited by Delfin (2016).

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Funding support for the different State Universities and Colleges (SUCs) comes from government subsidies allocated in the General Appropriations Act (GAA), incomes generated from various sources such as fees and charges, Higher Education Development Fund (HEDF) being managed by the Commission on Higher Education (CHED), grants provided by both international and local institutions/entities. Republic Act 8292 or the “Higher Education Modernization Act of 1997” granted corporate powers to the Governing Boards of SUCs. RA 8292 not only effectively broadened the resource base of the SUC sector but also gave individual SUCs greater discretion in the utilization of the income they generate. Specifically, RA 8292 allow SUCs (i) to retain any income that they generate from tuition and other charges, the operation of auxiliary services and income generating projects and to utilized said income for instruction, research, extension and other SUCs programs in accordance with a budget approved by their Board of Regents/Trustees (BOR/T) .

The issuance of CHED Memorandum Order (CMO) No. 20 dated August 4, 2011, further enhance the policies and guidelines governing the use of income, special trust fund and programs of receipts and expenditures (PRE) of SUCs. In particular, it provides indicative percentages of actual tuition fees collected that shall be allocated for instruction, (faculty development, curriculum development, student development and of facilities development), research, extension, production, administrative service and other programs (Manasan and Revilla, 2015).

In line with the mandated financial utilization management of SUCs, the researcher explored the financial management and utilization and its effect on the program performance of the State Universities and Colleges.

Statement of the Problem

This study determined the fiscal management practices and program performance of the state universities and colleges in RXII. Specifically, it aims to answer the following:

1. What is the managers’ profile in terms of age, eligibility, educational attainment, status of employment, trainings and seminar attended and position/designations?
2. What is the extent of fiscal management in terms of planning, budgeting, implementation, monitoring, evaluation and reporting?
3. What is the level of performance in terms of instruction, research, extension and production?
4. Is there significant relationship between financial managers’ profile and the program performance?
5. Does the financial managers’ profile significantly influence the program performance?
6. Is there significant relationship between fiscal management and the program performance?
7. Is there significant influence of the fiscal management on the program performance?

2. Review of Related Literature

Fiscal Management

This study will examine the fiscal management of SUCs, which includes the planning, budgeting, implementation, monitoring, evaluation and reporting.

Budget and funding are essential elements of management. These are important because these enable the leaders to plan and manage the financial resources to support the

implementation of various programs and projects that best promote the development of the school.

Funds are required to maintain the production and delivery of goods and services that will keep the school going. . It is the fuel and lubricant that propels the school to move forward and it provides all the necessary purchasing power with which education acquires its human , material, and physical input. The school administrator needs budget to carry out all-round maintenance of the school property, coordinate faculty and staff training and workshops, and also include other important elements that will make teaching and learning successful (Omokorede, 2011).

In order for the school to manage the school financial resources well, school heads should have enough knowledge in financial management. The success of a school can hinge on the quality of its financial management. Sound financial management ensures that a school resources are effectively used to achieve the school's mission and implement performance target (Harvey, 2014).

Planning

A school like any other institution has a mission and objectives to be achieved within a time limit. Financial resources play a crucial role in this.

Effective and efficient use of financial resources is essential in the application of finite resources to the achievement of the school's growth objectives. Therefore, school financial resources planning is therefore a good exercise that clearly shows the sources of financial resources. The information presented offers a summary of how to achieve the school mission and goals, where additional support may be given, etc. (World Bank, 2015).

In planning, the needed supplies and equipment will be included in the list of items in the PPMP and APP. Then make sure that the expenditures specially for MOOE and Capital Outlay that was listed for the year were aligned with the Annual Investment Plan (AIP) of the college, (Catanduanes,Tribune, 2011).

Budgeting

A major element of financial data activity rests in the act of budgeting. In most cases, for a government entity, the budget represents the legal authority to spend money. Adoption of a budget in the public sector implies that a set of decisions has been made by the governing board and administrators that culminates in matching a governments resources with the entity's needs. As such, the budget is a product of the planning process (F Johnson, 2003).

The government should provide spaces for citizens' participation or the stakeholders in the budget process- directly as well as through civil society organizations (CSOs). Aside from participation being a right, it can also enhance the quality of governance and service delivery (Cantor, DBM 2016).

Thindwa (2007)as cited in UNDP said that public participation gives people from the margins of society a voice to influence budgeting and governance in general, making these more responsive to their needs; enhances good governance practice as it makes budgeting more transparent and accountable; and ultimately, improves the effectiveness of the delivery of services.

Implementation

It is at the budget execution stage that the expenditure program is implemented. Once the school has its approved financial plan, implementation will follow. Funds should be used appropriately to finance activities and to procure materials in accordance with the policies and guidelines. Allotments are issued, chargeable against the regular school budgets. It is also at this stage where school or agencies may submit requests for availment from

Special Purpose Funds (SPFs). Agencies are often required to submit additional reports and documents to support their requests (Cantor, 2016).

Under the general provisions of the General Appropriations Act(GAA) and the annual Budget Execution Guidelines released by the DBM via the NBCs or National Budget Circulars, the agencies must prepare Budget Execution Documents (BEDs) – the Financial Plan (FP), Physical Plan (PP), AND Monthly Disbursement Program (MDP)-based on the National Expenditure Program (NEP) levels before the start of each fiscal year. Upon the passage of the GAA, the agencies, in coordination with the DBM, submit the BEDs duly revised according to the changes reflected in the GAA (DBM, 2016).

The FP, which details the estimated quarterly obligation program for the upcoming budget year, vis-à-vis the current year's obligation (at the of the preparation), is considered in preparing the released documents. The FPs and the PPs, which breakdown the agencies' annual physical targets per quarter, and the current year's accomplishment (at the time of the preparation), serve as the yardstick for DBM to assess the agencies' performance in accomplishing programs and projects lined up for the year. The use of these budget execution documents work side by side with the reforms that speed up agency spending and simplify government transactions (DBM, 2016).

Echeme, I. (2009) stated that project success depends on good planning and implementation strategy. The implementation process could make a project succeed, fail or even abandoned midstream.

Monitoring

There should have procedures in place to monitor progress against the budget within your department. To monitor expenditure, the types of information you need to include: activity budget; actual expenditure to date; future expenditure commitments. This is the expected budgetary position at the end of the project or activity. The forecast outturn may not be equal to the original budget; analysis and explanation of any positive or negative variances when comparing expenditure and forecast outturn to budget, together with a documented action plan in order to address adverse variances (The University of Sheffield, 2016).

The main purpose of budget monitoring system is to evaluate actual results against approved budgets to guide current and future decision-making and to provide managers with relevant information so that they are more accountable for performance. The key processes for managing approved budgets include monitoring and reporting on a consistent and regular basis against internal budgets. Effective monitoring of budget performance requires that managers as well as stakeholders be provided with relevant, timely and accurate information appropriate to their level of responsibility (World Meteorological Organization, 2016).

Project monitoring plays a vital part in project management as well as the project manager's decision making processes. However, it is a method often overlooked and only done for the sake of fulfilling the requirements of a project management plan. But if put into practice, project monitoring can help project managers and their teams foresee potential risks and obstacles that if left unaddressed, could derail the project. It clarifies the objectives of the project, links the activities to the objectives, sets the target, reports the progress to the management and keeps the management aware of the problems which crop up during the implementation of the project. It supports and motivates the management to complete the project within the budget and on time (KnowledgeHut, 2017).

Evaluation

In evaluating, review the stated plans and target, goals and objectives to determine that they are the basis for the school's activities and operations. Although normally developed

during the strategic planning process, the plans and targets should be periodically reviewed for appropriateness. Formal or informal needs assessments or both. Most strategic plans include one or more needs assessment. The criteria used are usually established locally but certain organizations may allow other criteria to be used. A framework that provides accurate assessment of the unit 's needs is important and should provide financial and other forecasts to define those needs correctly (Motita, 2015).

Control refers to monitoring and evaluation, but performance monitoring and evaluation must not be an end in itself. We need to use the outcome and output measures to promote a change in behaviour, and create a culture of accountability. We should use the information from the process to help us understand why policies and implementation approaches work, or more importantly, not working so that we can fix them. The data and insights from monitoring and evaluation must relate the planning process (Mathiba L.S. ,2011).

Reporting

Reporting is the accountability phase and it is the final phase of the budget process. This is when the agencies report their actual physical and financial performance.

Filipinos nowadays are vigilant in terms of how public officials and employees utilize funds efficiently and effectively for the development of the people. Their increasing awareness prompted government to put a mechanism that intends to minimize, if not stop, the improper utilization of public funds. The significance of transparency is given prime importance by the government as people wanted to ensure that the public funds are properly utilized for what it is intended for, that is, public service.

In reporting, the school or agencies are required to submit the Budget & Financial Accountability Reports every 10th of the succeeding quarter online. Hardcopies of system generated BFARs are submitted to the office of the Department of Budget and Management. These are also posted in the transparency seal of the schools' website as required by A.O. 25 of PBBs good governance.

Section 2 of the Presidential Decree No. 1445, Otherwise known as the State Auditing of the Philippines states that “all resources of the government shall be managed, expended or utilized in accordance with laws, rules, regulations and safeguarded against loss or wastage through illegal or improper disposition with the view of ensuring economy, efficiency and effectiveness in the operation of the government”.

Timely financial reporting is not about just doing the same things as before, but more quickly. Rather, it is about reviewing the body's overall accounting and reporting arrangements and identifying new ways of working to meet earlier reporting deadlines. This recognizes that producing year-end accounts should be the final stage of the whole year accounts process. Timely financial reporting is important for staff who use financial information. These users need information that is timely and informative because they use this information to make decisions about, or on behalf of, the public body. Timely financial reporting creates benefits during the financial year and also when the accounts are prepared. It allows you to focus on current issues and develop future plans. It does this by improving financial systems and improving the quality of financial information (Wales Audit Office 2015).

Program Performance

To determine the program performance of SUCs it will look into the performance in terms of instruction, research, extension and production.

SUCs in the Philippines are focused on its four-fold functions as institutions of higher learning. These functions are instruction, research, extension or community service and production. The primary function which is instruction deals with the delivery of the knowledge and skills to the students. Research deals with the development of new

theories and practices to be used by the school and society. Service to the community is another function of a college or university which intends to achieve total development of the community. Lastly, production services are now being strengthened to augment the resources and revenues of a SUC.

The Commission on Higher Education (CHED) and the Department of Budget and Management (DBM) have issued joint Circulars No. 1 dated May 29, 2003 and No. 1-B dated June 21, 2007 citing the four Key Result Areas (KRAs), namely, (1) Quality and Relevance of Instructions; (2) Research Capability and Outputs; (3) Relations with and services to the Community and (4) Management of resources. The mentioned areas represent the major indicators that would measure the stages of development and institutional performance of the respective SUCs.

Program performance can be evaluated using the different indicators or criteria. They measure outcome, output, process efficiency and client satisfaction. They may be quantitative or qualitative in nature.

Indicators include quality of instruction, human resource development, physical facilities, research extension and production.

Instruction

As part of its effort to combat poverty and improve the country's competitiveness through education, the Philippine government grants scholarships to hundreds of thousands students coursed through subsidized state universities and colleges (SUCs), which are 110 all over the archipelago. The efficiency of which taxpayers' money is used by such institutions is continually under public scrutiny. We are investigating SUCs' cost effectiveness, taking into account their ability to generate graduates and board passers despite the annual budget allocation they earn (Conchada and Zamudio, 2013).

Quality education is the focus not only on basic education but also on higher education institutions, as stipulated in RA 7722, also known as the Higher Education Act of 1994. In the State Policy Statement, it points out that "The State shall protect, promote and promote the right of all citizens to quality , affordable education at all levels and shall take appropriate steps to ensure that education is provided at all levels and shall take appropriate steps to ensure that education shall be accessible to all". Quality of instruction shall be achieved in pursuit of AACUP and ISO accreditation of the school.

Development of human resources has a vital role to play in achieving quality education. As an academic institution continues to develop its human resources in terms of their professional growth, which is very important to the achievement of the school's vision and, in particular, to the training of its staff, the Civil Service Commission (1993) has ordered all agencies to set up Personnel Development Committee (PDC).

This committee will serve as screening and coordination committee on providing timely, relevant and competency-based human resource development programs and interventions to teaching and non-teaching personnel. The school has Human Resource Learning and Development Program (HRLDP) which is approved by its Board of Trustees (BOT) that aims to enhance professional growth and advancement for teaching and non-teaching personnel which include but not limited to scholarships, study grants, trainings, seminars, workshops, conferences and other similar development interventions. This may include; advanced and other related post baccalaureate studies, development courses, specialized, technical and scientific seminars including capability building, skills development or benchmarking and other related personnel training programs (CFCST HRLDP Manual, 2018).

Educational facilities are the school's valuable assets, given priority attention in terms of setting up, procurement, development , improvement, maintenance, record keeping, and accountabilities. These consist of sites, buildings and various educational facilities which

are the major support system of the school to enhance the learning capabilities of the students for the maximum development of their potentials, skills, and talents, law-abiding, value-laden and responsible citizens of this country. The availability of safe, secured, adequate and satisfactory educational facilities will support the teaching and learning processes and ultimately improve the quality of education (Education Facilities Manual, 2010).

Research

Higher education research improved to promote economic productivity and innovation. Specifically, the college research program focuses on research assessment and management of both plants and animal resources, ecology and soil studies, improvement of animal breeds, varieties of plants, cereals and fruit crops, study of pests and diseases and to strengthen research program by instituting functional research through more useful basic and applied scientific research, policy research, investigative research, natural and social researches.

Research also engaged in producing technologies for commercialization or livelihood improvement. Establishing research partnerships and linkages for joint R & D activities, contract research and research grants with the private sector, NGOs, LGUs, national agencies and the international funding institutions (USEP Manual 2015).

Aside from the academics, SUCs are likewise engaged to conduct research, not just research but published research on high-impact journals so that aside from academic accomplishments based on its engagements, it is one of the areas credited in SUC Leveling. SUCs create their respective research thrusts and priorities and it is based on the availability of their resources and intellectual research capacity. The research thrusts and priorities generally of SUCs are patterned on the national, regional, and provincial agenda of the government, identified through agenda setting and road mapping by research personnel, deans, faculty researchers, students, and external stakeholders (Medina, B.O. (2019)).

At most universities which offered higher education, seminars or conferences have been frequently provided to help graduate students write up their thesis or to do research. Depaul University (2010), as an example, offered research seminars which introduced its graduate students to the process of developing the skills they needed to read and evaluate the previous research studies. Also, the research seminar helped students get used to reading of other scholars' research articles, learned research design and the selection of research methods, and helped them to get through the development of a research proposal. This indicates that the students from other contexts also need some kind of seminar to upgrade their knowledge to conduct their thesis apart from the coursework in research methodology modules (Phan Vu Phi, 2013).

Extension

The program thrust should constitute training and extension function, foremost of it's to infuse required technological skill and knowledge to its clientele. There must be an involvement of appropriate farming livelihood to the poor and willing farmer sector.

Take leadership role in the development of civil society by encouraging academic and non-academic staff to engage in community outreach services. Tap the private sector and international agencies on collaborative extension programs and funding arrangements.

Extension engagement may be considered as the heart of community engagement. Through extension services, SUCs were able to extend and actualize the created knowledge of the university through insightful research to the people of the community or beneficiaries.

SUC shall pursue extension service programs, activities and projects (PAPs) that will enable institutions, industries and communities, particularly the depressed, and

underserved to achieve sustainable development. The community extension service is clustered into three: Capability- Building Training Program, Livelihood and Technical-Vocational Skills Training, Continuing Education for Professionals and Basic Education and Information Technology Literacy Training(Medina, B.O. 2019).

Production

The emergence of income-generating projects (IGPs) has been conceived as an immediate response to the urgent call of the government to devise and implement resource mobilization and generation schemes that will augment the university’s resources and fill in the budget gap for any relevant expenditure items that the school may incur. Thus, the enactment of the Republic Act 8292, otherwise known as the Higher Education Modernization Act of 1997, which specifically provides that State Universities and Colleges are encouraged to undertake income-generating projects to increase limited resources and, subsequently, to be self-sufficient and autonomous. SUCS need to strengthen their fiscal capacity as a result of the budget of the Government cut for public education. The increase in income generation is expected to offset the yearly decrease in budget for Maintenance and Other Operating Expenses (MOOE) and zero allocation for Capital Outlays (CO)(USEP Manual 2015).

The school wants to optimize and promote the use of its unutilized resources to support and enhance its primary function of serving quality education to its students. Moreover, the Long-Term Higher Education Development Plan of the CHED, which covers the period from 2001 to 2010, seeks to empower the SUCs by establishing active IGPs, thereby promoting profitable management of their economic resources such as the optimal productive use of idle lands, existing facilities and other technical equipment. The demand for resources for the higher education sector is expected to increase in a fast-growing knowledge- and technology-based economy. SUCs are now faced with the responsibility of generating funds for continuous, effective and efficient operations (Miranda, 2016).

3. Methodology

Research Design

The study used descriptive- correlational survey with documentary analysis. These methods intend to assess the fiscal management practices and program performance of the SUCs in RXII (Calderon and Gonzales, 2019). Correlational design was used to determine the relationships of the independent with dependent variables of the study. The multiple regression analysis was used to determine the significant contribution of the independent variables to the predicant variables.

Respondents of the Study

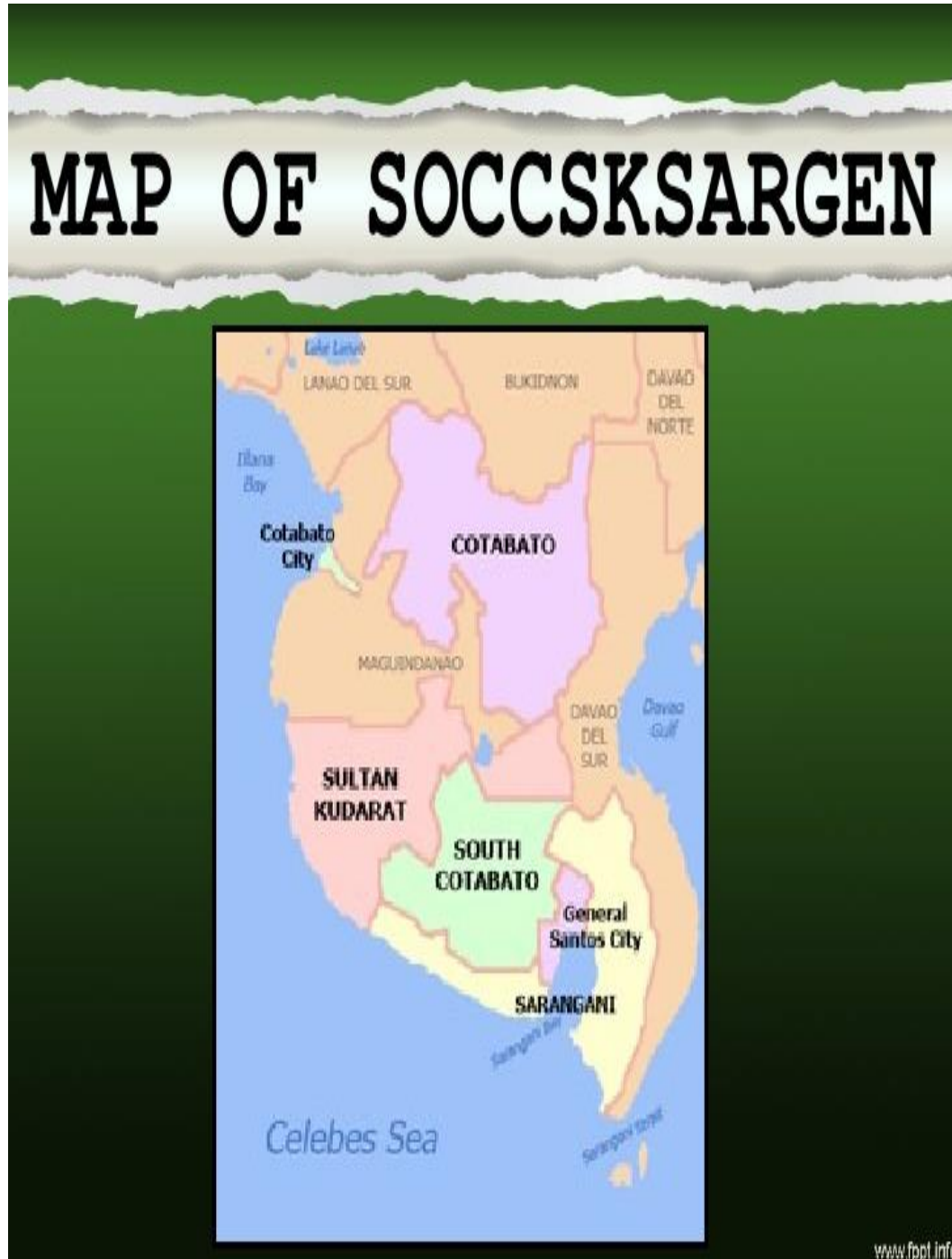
The respondents of this study were the faculty, employees and financial managers of the SUCs.

Table 1. Distribution of financial managers’ in SUCs serves as respondent of the study.

SCHOOLS (SUCs)	Financial Managers N= 15	(%)	Faculty & Staff N = 75	(%)
1. CFCST – Doroluman	4	26.66	15	20.00
2. CCSPC – Cotabato City	3	20.00	18	24.00
3. SKSU – Tacurong, Sultan Kuradat	4	26.66	20	26.66
4. USM – Kabacan, Cotabato	4	26.66	22	29.33
Total	15	100%	75	100%

Locale of the Study

This study was conducted in the State Universities and Colleges in Region XII. These are the Cotabato Foundation College of Science and Technology (CFCST) located in Barangay Doroluman, Arakan, North Cotabato, University of Southern Mindanao (USM), Kabacan, North Cotabato, Sultan Kudarat Polytechnic University (SKSU) situated at Tacurong City and Cotabato City State Polytechnic College (CCSPC) of Cotabato City.



Source: Socsargen Wikipedia, Ph SOCCSKSARGEN.png

Map showing the locale of the study.

Sampling Techniques

To ensure equitable participation of financial practitioners, faculty and staff respondents, a stratified random sampling design was used. In this study the population were 20 financial practitioners and 100 faculty and staff. Upon identifying the target number of participants per SUC, a simple random technique was applied.

Research Instrument

The researcher used researcher-made questionnaire as a tool in gathering data patterned and modified from the study of Manasan and Revilla, (2015) that was validated by the research panel and undergo validity and reliability test with the result of 0.906 respectively by the used of Cronbach's Alpha. These are two instruments that were used in this study.

Part I gauges on financial managers profile such as age, eligibility, educational attainment, employment status, trainings and seminars and job description/designation.

Part II pertains with the fiscal management such as planning, budgeting, implementation, monitoring, evaluation and reporting.

Scale	Description	Descriptive Equivalent	Percentage
5	Strongly Agree	the indicators are excellently done	81% – 100%
4	Agree	the indicators are very satisfactory done	61% – 80%
3	Moderately Agree	the indicators are satisfactory done	41% – 60%
2	Disagree	the indicators are not satisfactory done	21% – 40%
1	Strongly Disagree	the indicators are not done	01% – 20%

Part III consists of program performance such as instruction, research, extension and production to be rated by the faculty and employees of the SUCs.

Scale	Description	Descriptive Equivalent	Percentage
5	Outstanding	the practices are done/implemented	81% – 100%
4	Very Satisfactory	the practices are done/implemented	61% – 80%
3	Satisfactory	the practices are done/implemented	41% – 60%
2	Fair	The practices are done/implemented	21% – 40%
1	Poor	the practices are not implemented at all	01% – 20%

Data Gathering Procedure

After the approval of the proposal, the researcher secured the permission from the presidents of the SUCs to undertake the study. Upon its approval, the researcher administered her questionnaires to the respondents personally. The researcher distributed twenty (20) questionnaires for the financial practitioners and One Hundred (100) for the faculty and staff of the SUCs. They were given ample time to answer the questionnaires.

After its distribution, the researcher retrieved and checked all the items if properly answered. The data analyzed and interpreted based on the derived answers from the survey questionnaire. Then, tabulation and analysis will be processed through the use of Microsoft excel for quick and accurate result.

The data was presented in Tables after it was analyzed and interpreted using the processing techniques.

Statistical Analysis

For the analysis and interpretation of the data, a subsequent and thorough study was done for easy and orderly presentation by means of descriptive statistics. The fiscal management practices and the program performance of State Universities and Colleges was described using the weighted mean.

Frequency and Percentage. To determine the distribution of respondents.

Mean . This was used in determining the rating of each statements in the variables stated and the weighted mean of the study.

Pearson Product Moment Correlation. This was employed to test the relationship between the variables.

Multiple Regression Correlation Analysis. This was used in measuring the influence of the independent to the dependent variables to determine the hypothesis of the study.

4. Results and Discussion

Financial Managers' Profile

Financial managers' profile is discussed in answer to the first stated research problem. This includes their age, eligibility, educational attainment, status of employment, trainings/seminars attended and position/designation.

Age

Table 2 shows the profile of financial managers of SUCs in Region XII. Based on the age bracket, six (6) respondents were 50 years old above; followed by four (4) of them who were 46-50 years old ; three (3) were within 41-45 years old, and two (2) were less than 30 years old.

As to the eligibility of the respondents, most 9 of them are career professional passers, 3 have other kind of eligibility ,2 passed CPA board exam, and 1 is a sub-professional passer.

The status of employment further shows that there are five of them with permanent status, 5 are casuals, 4 are under contract, and 1 of them is of other status.

On their educational attainment, most 11of them were bachelor's degree holders, followed by two MS with PhD units, one MS degree holder, and one BS with MS units.

For the training and seminar,7 have attended national level, 5 in the regional level, and 3 have attended in the local level.

As to their position and designation, 6 were designated as administrative officer V, 3 were administrative assistant, 3 administrative aide, and 3) have designations not specified.

Table 2 Financial Managers' profiles of the State Universities and Colleges in Region XII.

Profiles	Frequency N = 15	Percentage (%)
Age		
Less 30 years	2	13.33
31 – 35 years	0	0
36 – 40 years	0	0
41 – 45 years	3	20.0
46 – 50 years	4	26.6
50 years above	6	40.0
Standard Deviation = 2.5		
Eligibility		
Career Professional	9	60.0
Sub – professional	1	6.66
CPA	2	13.33
Others	3	20.0
Standard Deviation = 3.75		
Status of Employment		
Permanent	5	33.33
Casual	5	33.33
Contract of service	4	26.66
Others	1	6.66
Educational Attainment		
BS graduate	11	73.33

BS with MS unit	1	6.66
MS graduate	1	6.66
MS with PhD unit	2	13.33
PhD graduate	0	0
Training/Seminar		
Local	3	20.0
Regional	5	33.33
National	7	46.66
International	0	0
Standard Deviation		
Position/Designation		
Admin. Officer V	6	40.0
Admin. Assistant	3	20.0
Admin. Aid	3	20.0
Others	3	20.0

Extent of Fiscal Management

The second research problem of this study was to determine the extent of fiscal management in SUCs. This includes planning, budgeting, implementation, monitoring, evaluation, and reporting.

Planning

Table 3 shows the extent of fiscal management in terms of planning management of the SUCs. The data reveal that the respondents strongly agreed that every department/unit is required to submit indicative Project Procurement Management Plan (PPMP); and they agreed that the indicative Annual Procurement Plan (APP) and Annual Investment Plan (AIP) are prepared considering the mission, goals and objectives, conducting strategic planning activities to identify needs, and considering the participation of students and other stakeholders. The extent of fiscal management obtained a weighted mean of 4.84 with a description of strongly agree.

The result implies that fiscal management in terms of planning becomes a good practice which gives a clear direction in sourcing out and utilization of financial resources. It provides a look into how to achieve the school mission and objectives, the institution's mission, goals and objectives, which is consistent to the emphasis of the World Bank (2015) that planning for school financial resources becomes a good exercise which shows clearly the sources of financial resources.

The result further conforms to what is asserted by the Catanduanes Tribune (2011) that in planning, the needed supplies and equipment will be included in the list of items in the PPMP and APP. Then make sure that the expenditures specially for MOOE and Capital Outlay that was listed for the year were aligned with the Annual Investment Plan (AIP) of the college.

Table 3 Extent of fiscal management in terms of planning.

No.	Statement	Mean	Description
1.	Considers the mission, goals and objectives.	4.33	Agree
2.	Requires every department/units to submit indicative Project Procurement Management Plan (PPMP)	4.53	Strongly agree
3.	Prepares the indicative Annual Procurement Plan (APP) and Annual Investment Plan (AIP).	4.47	Agree
4.	Considers the participation of students and other stakeholders	4.63	Strongly agree
5.	Conducts strategic planning activities to identify needs.	3.93	Agree
Weighted Mean		4.84	Strongly Agree

Mean:

4.50	-	5.00	Strongly agree
3.50	-	4.49	Agree
2.50	-	3.49	Moderately agree
1.50	-	2.49	Disagree
0.50	-	1.49	Strongly disagree

Budgeting

The result in Table 4 discloses the extent of fiscal management of the SUCs having a weighted mean of 4.24 interpreted as usually practiced. The respondents agreed that the approval of BOT prior to the implementation of allocated budget was considered; likewise with, allocation of budget for instruction, research, extension and production; preparing an agency budget proposal, generating income from tuition fees and other sources, and considering the bottoms-up budgeting approach.

The finding implies that budgeting follows proper protocol, which relates with the budget planning process put forward by Johnson, (2003) that the major element of financial data activity rests in the act of budgeting. In most cases, for a government entity, the budget represents the legal authority to spend money. Adoption of a budget in the public sector implies that a set of decisions has been made by the governing board and administrators that culminates in matching a government's resources with the entity's needs.

In addition, the government should provide spaces for citizens' participation or the stakeholders in the budget process- directly as well as through civil society organizations (CSOs). Aside from participation being a right, it can also enhance the quality of governance and service delivery (Cantor, DBM 2016).

Table 4 Extent of fiscal management in terms of budgeting.

No.	Statement	Mean	Description
1.	Prepares an agency budget proposal.	4.13	Agree
2.	Considers the bottoms-up budgeting approach (BuB).	4.07	Agree
3.	Generates income from tuition fees and other sources.	4.27	Agree
4.	Considers the approval of BOT prior to the implementation allocated budget.	4.40	Agree
5.	Considers the allocation of budget for instruction, research, extension and production.	4.33	Agree
Weighted Mean		4.24	Agree

Mean:

4.50	-	5.00	Strongly agree
3.50	-	4.49	Agree
2.50	-	3.49	Moderately agree
1.50	-	2.49	Disagree
0.50	-	1.49	Strongly disagree

Implementation

Table 5 shows the extent of fiscal management of the SUCs in terms of implementation. The results reveal that the respondents agreed that they adopt the prepared Budget Execution Documents (BEDs). On the other hand, they agreed that they used the funds appropriately to finance the programs and activities. Likewise, they follow the guidelines

in the Monthly Disbursement Program. It could also be noted that they are adhering to the policy and guidelines of the DBM and COA. They also efficiently and effectively utilized funds for personnel development.

It is noticeable in the table that funds were used appropriately based on the programs and activities of the college/university. Finding implies that the SUCs consider the guidelines on the implementation of the fiscal management. They are obliged to adopt the prepared Budget Execution Documents (BEDs), which is consistent to the yardstick for DBM to assess the agencies' performance in accomplishing programs and projects lined up for the year. The use of these budget execution documents works side by side with the reforms that speed up agency spending and simplify government transactions (Cantor, 2016) whereby funds are used appropriately to finance activities and to procure materials in accordance with the policies and guidelines.

Table 5 Extent of fiscal management in terms of implementation.

No.	Statement	Mean	Description
1.	Adheres the policy and guidelines of the DBM and COA.	4.33	Agree
2.	Funds are used appropriately to finance programs and activities of the college university.	4.40	Agree
3.	Adopts the prepared Budget Execution Documents (BEDs).	4.40	Agree
4.	Follows the guidelines in the Monthly Disbursement Program.	4.40	Agree
5.	Funds are efficiently and effectively utilized for personnel development.	4.27	Agree
Weighted Mean		4.36	Agree

Mean:

4.50	-	5.00	Strongly agree
3.50	-	4.49	Agree
2.50	-	3.49	Moderately agree
1.50	-	2.49	Disagree
0.50	-	1.49	Strongly disagree

Monitoring

The data displayed in Table 6 indicated the extent of fiscal management of the SUCs as to monitoring. The respondents agreed the indicators that they practice proper documentation on project implementation. They ensure that all purchases are indicated in the Annual Procurement Plan, as well as the delivery of supplies, materials and equipment including the inspection and acceptance as stated in the contract, approval of budget against the actual results of accomplishments. Monitoring the progress of all activities and projects implementation were also done to ensure that it is accomplished on target date.

The findings indicate that on the fiscal management of the SUCs, in particular on supervision, workers have to fulfill their duties and obligations in order to comply with the required documentation on the implementation of the project. Hence, regular monitoring of expenditure is essential; not just to verify expenditure against target but also to identify procedures and changing patterns or circumstances that need corrective action. Activity after taking into account all expected spending, may not be the same as the original budget; review and clarification of any positive or negative variances when comparing spending and projected performance to the budget, along with a recorded action plan to fix adverse variances (University of Sheffield, 2016).

Table 6 Extent of fiscal management terms of monitoring.

No.	Statement	Mean	Description
1.	Monitors the progress of all activities and projects implementation to ensure that it is accomplished on target date.	3.87	Agree
2.	Evaluates the approved budget against the actual results of accomplishments.	4.00	Agree
3.	Proper documentation and pictorials on Project implementation.	4.93	Strongly Agree
4.	Make sure that the supplies, materials and equipment are delivered, inspected and accepted as stated in the contract.	4.13	Agree
5.	Make sure that all purchases are indicated in the Annual Procurement Plan.	4.27	Agree
Weighted Mean		4.04	Agree

Mean:

4.50	-	5.00	Strongly agree
3.50	-	4.49	Agree
2.50	-	3.49	Moderately agree
1.50	-	2.49	Disagree
0.50	-	1.49	Strongly disagree

Evaluation

The data that show the extent of fiscal management in terms of evaluation is shown in Table 7, which indicate that the respondents agreed that they are making sure that the agency performance targets were evaluated. Their priority needs in school were identified, maintained feedback, plans and targets are periodically reviewed, and designing instrument purposely to conduct needs assessment.

Findings imply that fiscal management one valuation is essential to make sure that plans and targets are well implemented; therefore, an instrument has to be designed purposely to conduct evaluation in order to assess the needs of every department/program and the whole institution. Thus, evaluation process can be used to increase the beneficial impact of the program. Similarly, evaluation evidence can have a micro level impact, by guiding the improvement of individual program and a macro level impact by encouraging the improvement in the overall quality of financial education (OECD and INFE, 2013).

Table 7 Extent of fiscal management in terms of evaluation.

No.	Statement	Mean	Description
1.	Maintains feedback in the designated areas.	3.87	Agree
2.	Plans and targets are periodically reviewed.	3.80	Agree
3.	Designs instrument purposely to conduct needs assessment.	3.73	Agree
4.	Identifies the priority needs of the school	4.00	Agree
5.	Makes sure that the agency performance targets are evaluated.	4.00	Agree
Weighted Mean		3.88	Agree

Mean:

4.50	-	5.00	Strongly agree
3.50	-	4.49	Agree
2.50	-	3.49	Moderately agree

1.50	-	2.49	Disagree
0.50	-	1.49	Strongly disagree

Reporting

Table 8 reveals the extent of reporting on fiscal management of the SUCs. The respondents agreed that they prepare the Budget Financial Accountability Reports; and submit the system generated hardcopies of BFARs and FS at DBM and COA. Moreover, they agreed that Financial Accountability Reports, the Trial Balance and Financial statement, Budget Financial Accountability Reports, posting in the transparency seal through the schools' website, and reports are prepared on time and before the deadline.

It implies that on fiscal management of the SUCs in terms of reporting is done efficiently. Documented reports are prepared on time and submitted before the deadline.

The result conforms to the statement that reporting is the accountability phase and it is the final phase of the budget process. This is when the agencies report their actual physical and financial performance. The literature further says that Filipinos nowadays are vigilant in terms of how public officials and employees utilize funds efficiently and effectively for the development of the people. Increasing awareness prompted the government to put a mechanism that intends to minimize the improper utilization of public funds. The significance of transparency is given prime importance by the government as people wanted to ensure that the public funds are properly utilized for what it is intended for, that is, public service(Cantor, DBM 2016).

In reporting, the school or agencies are required to submit the Budget and Financial Accountability Reports every 10th of the succeeding quarter online through the Unified Report System (URS), which are to be posted in the transparency seal of the SUCs website as required by A.O. 25 of PBBs good governance.

Table 8 Extent of fiscal management of the SUCs in terms of reporting.

No.	Statement	Mean	Description
1.	Prepares the Budget Financial Accountability Reports on time.	4.40	Agree
2.	Prepares the Trial Balance and Financial statement before the deadline.	4.07	Agree
3.	Submits the system generated hardcopies of BFARs and FS at DBM and COA.	4.33	Agree
4.	Reports are posted in the transparency seal through the schools' website.	4.13	Agree
5.	Reports are submitted on time.	4.20	Agree
Weighted Mean		4.23	Agree

Mean:

4.50	-	5.00	Strongly agree
3.50	-	4.49	Agree
2.50	-	3.49	Moderately agree
1.50	-	2.49	Disagree
0.50	-	1.49	Strongly disagree

SUCs Level of Performance

The performance of the programs of the State Universities and Colleges in Region XII were evaluated which include instruction, research, extension, and production.

Instruction

The data in Table 9 reflect the level of performance of the SUCs in terms of instruction which is noted very satisfactory in promoting relevant and free education; likewise in implementing new programs that suit the needs of the clients. They also focus on elevating the accreditation level of academic programs and in pursuing ISO certificate and keep producing quality graduates who are responsible, motivated and experts in mandated and priority programs.

Findings in Table 9 imply that quality education is the focus not only in basic education but also in higher learning institutions, as stipulated under RA 7722 also known as Higher Education Act of 1994. In the state's declaration of policy, it stresses that, "The State shall protect, foster and promote the rights of all citizens to affordable quality education at all levels and shall take appropriate steps to ensure that education shall be accessible to all".

Table 9 Level of performance of the SUCs in terms of instruction

No.	Statement	Mean	Description
1.	Produces quality graduates who are responsible, motivated and experts in mandated and priority programs.	3.99	Very Satisfactory
2.	Achieves the national passing rate in the performance of licensure examinations	3.79	Very Satisfactory
3.	Promotes relevant and free education.	4.25	Very Satisfactory
4.	Implements new programs that suit the needs of the clients.	4.07	Very Satisfactory
5.	Upgrades library facilities for greater access to global information and linkages.	3.75	Very Satisfactory
6.	Provides and implement the human resource learning and development program.	3.84	Very Satisfactory
7.	Provides new structures such as school buildings, training center, canteen, dormitories, comfort rooms and other structures.	3.85	Very Satisfactory
8.	Improves teaching and learning modes through the use of new facilities.	3.91	Very Satisfactory
9.	Provides laboratory equipment, projectors, sports equipment and other furniture and fixtures.	3.80	Very Satisfactory
10.	Elevates the accreditation level of academic Programs and pursue ISO certificate.	3.99	Very Satisfactory
Weighted Mean		3.92	Very Satisfactory

Mean:

4.50	-	5.00	Excellent
3.50	-	4.49	Very satisfactory
2.50	-	3.49	Satisfactory
1.50	-	2.49	Fair
0.50	-	1.49	Poor

Research

The data in Table 10 reflect the level of performance in research, the data reflect that the respondents were performing very satisfactorily in creating linkages in local, national and international research institutions. They also have attended international research presentations in Asia and encourage college-based faculty research by providing those incentives and contribute to harness faculty and students' capacity on creativity and innovativeness.

Finding implies that research activities in the college were likewise given attention. To improve the research capabilities of the faculty, they create linkages in local, national and international research institutions and send them to attend related trainings and present research output to internationally set research presentations that encourages faculty to work out college-based researches.

The performance conforms to the literature that research partnerships and linkages for joint R & D activities are to be established. Contract research and research grants with the private sector, NGOs, LGUs, national agencies and the international funding institutions to widen the research coverage and broaden the research funding base; institutionalizing premium incentives for faculty with research projects and recognize and reward outstanding research performance; streamlining graduate and undergraduate research with greater research supervision and support and to focus on the University's R and D agenda; and, improving human and physical resource capabilities (USEP Manual 2015).

Table 10. Level of performance of the SUCs in terms of research.

No.	Statement	Mean	Description
1.	Researchers attend international research presentations in Asia.	3.77	Very Satisfactory
2.	Creates linkages in local, national and international research institutions.	3.85	Very Satisfactory
3.	Engages in producing technologies for commercialization or livelihood improvement.	3.71	Very Satisfactory
4.	Harnesses faculty and students' capacity on creativity and innovativeness.	3.75	Very Satisfactory
5.	Publishes academic journals for faculty and students.	3.52	Very Satisfactory
6.	Establishes a wide network of partnership for collaborative research among colleges/universities and other line agencies.	3.56	Very Satisfactory
7.	Increases faculty and student participation in R &D and improve research capabilities.	3.71	Very Satisfactory
8.	Enhance the fiscal resource base for research services.	3.73	Very Satisfactory
9.	Encourages college-based faculty researches by providing them incentives.	3.76	Very Satisfactory
10.	Improves research facilities.	3.64	Very Satisfactory
Weighted Mean		3.70	Very Satisfactory

Mean:

4.50	-	5.00	Excellent
3.50	-	4.49	Very satisfactory
2.50	-	3.49	Satisfactory
1.50	-	2.49	Fair
0.50	-	1.49	Poor

Extension

The data in Table 11 show that the SUCs were having very satisfactory performance in establishing partnerships with LGUs, NGOs, stakeholders and other government agencies; and providing extension programs that are relevant and responsive to the needs of the community for people empowerment and self-reliance. They have established participatory monitoring and evaluation activities with LGUS, NGOs, NGAs to ensure efficiency and effectiveness in achieving extension program outcomes, and spirit of

volunteerism is developed among faculty, staff and students to increase participation in extension and community.

The findings in Table 11 imply that developing partnership with LGUs, NGOs, stakeholders and other government agencies improve and strengthen extension activities of a college, which conform to the aims of extension programs that will develop appropriate technology transfer models, extension delivery services, and community development schemes for greater appreciation and application of science and technology towards improvement of productivity and quality of life of the clientele (CFCST 25-Year Development Plan, 1996-2018).

Table 11. Level of performance of the SUCs in terms of extension.

No	Statement	Mean	Description
1.	Designs technology transfer models and community development programs.	3.53	Very Satisfactory
2.	Provides financial assistance to barangay training courses, workshops.	3.64	Very Satisfactory
3.	Involves in appropriate farming system to the poor and community services.	3.53	Very Satisfactory
4.	Establishes partnerships with LGUs, NGOs, stakeholders and other government agencies.	3.72	Very Satisfactory
5.	Develops the spirit of volunteerism among faculty, staff and students to increase participation in extension and community.	3.65	Very Satisfactory
6.	Performs participatory monitoring and evaluation activities with LGUS, NGOs, NGAs to ensure efficiency and effectiveness in achieving extension program outcomes.	3.67	Very Satisfactory
7.	Develops partnership with other higher education institutions with government and non-government organizations within the Philippines and internationally.	3.57	Very Satisfactory
8.	Provides extension programs that are relevant and responsive to the needs of the community for people empowerment and self-reliance.	3.69	Very Satisfactory
9.	Builds capability of faculty and students in the conduct of extension programs for the benefit of poor communities.	3.60	Very Satisfactory
10.	Improves and strengthens extension activities by effective and efficient utilization of allocated funds.	3.55	Very Satisfactory
Weighted Mean		3.62	Very Satisfactory

Mean:

4.50	-	5.00	Excellent
3.50	-	4.49	Very satisfactory
2.50	-	3.49	Satisfactory
1.50	-	2.49	Fair
0.50	-	1.49	Poor

Production

The data in Table 12 reveal that SUCs have satisfactory performance in production. They use their income to purchase equipment, laboratory facilities and other fixtures. They have enhanced the utilization of agricultural resources, strengthened external linkages with potential partner institutions for collaboration on project implementation; and produced products, by-products provided services. They functioned as a show window and enterprise laboratory for farmers and students as well.

The noted performance implies that SUCs are following the right directions as planned. They develop project proposals for funding, implemented resource generation and other

income generating projects to enhance the utilization of agricultural resources that which conforms to the Higher Education Modernization Act (1997), which specifically provides that State Universities and Colleges are encouraged to venture into income-generating projects to enhance limited resources and later be self-sufficient and autonomous.

Moreover, the Long-Term Higher Education Development Plan of the CHED, which covers the period from 2001 to 2010, seeks to empower the SUCs by establishing active IGPs, thereby promoting profitable management of their economic resources such as the optimal productive use of idle lands, existing facilities and other technical equipment (Miranda, 2016).

Table 12. Level of performance of the SUCs in terms of production.

No.	Statement	Mean	Description
1.	Encourages the establishment of income generating projects.	3.49	Very satisfactory
2.	Challenges the concerned personnel to increase school fees.	3.24	Satisfactory
3.	Uses the income to purchase equipment, laboratory facilities and other fixtures.	3.60	Very satisfactory
4.	Encourages the expansion of rubber and oil palm plantations to increase income.	3.41	Satisfactory
5.	Develops project proposals and business plans for funding of other agencies	3.47	Satisfactory
6.	Implements resource generation and venture into other income generating projects.	3.45	Satisfactory
7.	Produces products, by-products and provides service for farmers and students	3.51	Very satisfactory
8.	Strengthens external linkages with potential partner institutions for collaboration on project implementation.	3.51	Very satisfactory
9.	Enhances the utilization of agricultural resources.	3.53	Very satisfactory
10.	To function as a show window and enterprise laboratory for farmers and students.	3.51	Very satisfactory
Weighted Mean		3.46	Satisfactory

Mean:

4.50	-	5.00	Excellent
3.50	-	4.49	Very satisfactory
2.50	-	3.49	Satisfactory
1.50	-	2.49	Fair
0.50	-	1.49	Poor

Relationship of the Financial Mangers' Profile and the SUCs Program Performance

The gleaned data in Table 13 present the significant relationship between SUCs financial managers' profile and their performance in a correlation matrix, which indicate a significant relationship between financial managers' profile in terms of eligibility and research ($r = -0.372^*$ and $p = 0.50$); and between trainings and seminars and research ($r = -0.484^*$ and $p = 0.048$). The result denotes that the financial managers' eligibility and research are significantly linked to each other, which further means that suitable readiness or preparation of the financial manager is necessary as the support system of research endeavor.

Therefore, the negative significant relationship with low correlation (0.21-0.40) means that once the other factor is weak, the contemporary factor is also weakened. The result implies enhancement of suitable readiness of concerned personnel to conduct research has to enhance such as financial support system in the conduct of research.

Trainings and seminars likewise show significant relationship with research negatively with moderately high (0.41-0.60) correlation, which also means that readiness to conduct a research is weak or the link of trainings and seminars attended are necessary to enhance the conduct of researchers.

For most universities offering higher education, seminars or conferences have also been arranged to help graduate students write their thesis or carry out research. Depaul University (2010), as an example, offered research seminars which introduced its graduate students to the process of developing the skills they needed to read and evaluate the previous research studies. The research seminar also helped students get used to reading research papers from other researchers, studying research design and choosing research methods, and helped them to create a research proposal. This indicates that the students from other contexts also need some kind of seminar to upgrade their knowledge to conduct their thesis apart from the coursework in research methodology modules (Phan Vu Phi, 2013).

Table 13. Correlation matrix showing the relationship of the financial managers' profiles and the SUC's program performance.

Profiles		Instruction	Research	Extension	Production
Age	Pearson R	-0.138	-0.003	0.200	-0.051
	Probability	0.623	0.991	0.474	0.856
	N	15	15	15	15
Eligibility	Pearson R	-0.047	-0.372*	-0.175	-0.269
	Probability	0.868	0.050	0.532	0.333
	N	15	15	15	15
Educational attainment	Pearson R	0.138	-0.058	0.358	-0.113
	Probability	0.623	0.838	0.190	0.689
	N	15	15	15	15
Status appointment of	Pearson R	0.355	0.209	-0.083	0.073
	Probability	0.194	0.455	0.768	0.795
	N	15	15	15	15
Training seminar and	Pearson R	-0.055	-0.484*	-0.044	-0.043
	Probability	0.845	0.048	0.877	0.879
	N	15	15	15	15
Position	Pearson R	-0.199	-0.087	-0.081	-0.254
	Probability	0.477	0.758	0.774	0.362
	N	15	15	15	15

Influence of the Financial Managers' Profiles on the SUCs Program Performance

The fifth research problem focused to examine the influence of the financial managers' profile on SUCs program performance.

Financial Managers' Profile on Instruction

As shown in Table 14, the combined contribution on the influence of the financial managers' profile on the program performance of the SUCs in terms of instruction has no significant effect in terms of all indicators stated (F-value = 0.506, Probability = 0.789ns). Hence the hypothesis of the study is accepted.

Further analysis discloses that 27.50% of the variation of the financial managers' profiles on the program performance of the SUCs was accounted by instruction. The remaining 72.50% was accounted by some other variables not included in the context of the study.

It is further observed that the financial managers' profiles on the program performance of the SUCs in the instruction. Quality of instruction shall be achieved in pursuit of AACUP and ISO accreditation of the school. Educational facilities are valuable assets of the school that have been given priority attention in terms of its establishment, procurement, development, improvement, maintenance, records keeping and accountabilities. These consist of sites, buildings and various educational facilities which are the major support system of the school to enhance the learning capabilities of the students for the maximum development of their potentials, skills, and talents, law-abiding, value-laden and responsible citizens of this country. The availability of safe, secured, adequate and satisfactory educational facilities will support the teaching and learning processes and ultimately improve the quality of education (Education Facilities Manual, 2010).

Table 14. Influence of the financial managers' profiles on the program performance of the SUC's in terms of instruction.

Managers' Profiles	Coef. β	Std. Error	t - value	Probability
(Constant)	3.260	0.805	4.049	0.004
Age	-0.001	0.012	-0.061	0.953
Eligibility	-0.050	0.093	-0.536	0.607
Educational attainment	0.115	0.164	0.699	0.504
Status of employment	0.147	0.133	1.109	0.300
Training and seminars	0.067	0.184	0.365	0.725
Position	-0.060	0.077	-0.776	0.460

Multiple R = 0.275

F - Value = 0.506

Probability = 0.789ns

ns =Not Significant

Financial Managers' Profile on

Research

Table 15 shows the influence of the financial managers' profiles on the program performance of the SUCs. The data reveals that there is a significant influence of managers' profile on the program performance in terms of research, (F-value = 2.817, Probability = 0.048*) to which it is noted to have significance to an average degree, therefore, the hypothesis is rejected.

It is indicated 38.00% contribution of the variables stated was accounted in the financial managers' profile in terms of training and seminar and the 62.00% was accounted to other factors not found in the model. The result implies that creating linkages in local, national and international research institutions, they have also attended international research presentations in Asia and encourage college-based faculty research by providing those incentives; harnesses faculty and students' capacity on creativity and innovativeness.

Moreover, it could be noted that among others only training and seminars (t= -1.454 with p=0.044*) came out essential predictor to research, but of negative significant. The result implies that training and seminars is necessary to SUCs; however, only few from the SUCs personnel had the chance to attend specific trainings and seminars that is consistent to generation of research technology development. Most of these trainings and seminars attended are not attuned to research generation of technology. So, it is predicted statistically based on parameter, that with this current activities prevail, a decrease of quantity and quality of research to a certain degree of -0.365 per unit of change in research performance is expected.

Higher education research improved to promote economic productivity and innovation. Specifically, the college research program focuses on research assessment and

management of both plants and animal resources to strengthen research program by instituting functional research through more useful basic and applied scientific research, policy research, investigative research, natural and social researches (USEP Manual 2015).

Table 15. Influence of the financial managers' profiles on the program performance of the SUCs in terms of research.

Managers' Profiles	Coef. B	Std. Error	t - value	Probability
(Constant)	4.384	1.097	3.997	0.004
Age	-0.002	0.017	-0.097	0.925
Eligibility	-0.091	0.127	-0.714	0.496
Educational attainment	0.189	0.224	0.844	0.423
Status of employment	-0.041	0.181	-0.228	0.825
Training and seminars	-0.365	0.251	-1.454	0.044*
Position	-0.091	0.105	-0.872	0.409

Multiple R = 0.380

F - Value = 2.817

Probability = 0.048*

* = Significant at 5% level

Financial Managers' Profile

and Extension

The overall contribution of the financial managers' profile on the program performance shows no significant influence among the variables presented (F-value = 0.558, Probability = 0.753ns). Hence, the hypothesis of the study is accepted, as Table 16 shows.

It is presented that 29.50% of the variation of the financial managers' profiles on the program performance in the extension was accounted. The remaining 70.50% was accounted by some other indicators not included in the study.

Among others, not one is considered as good in the study. The result shows that financial managers' profile factors included do not significantly contribute to the SUCs program performance in terms of extension which indicate that this does not conform to the literature taken from the USEP Manual (2015) that the school has to consider community services as one of the primary responsibilities. It is committed to promoting not only technology and socio-economic growth, but also agro-forestry and research as well as its primary service areas. The purpose of the program should be to provide training and enhancement functions; first and foremost, to infuse the technical skills and knowledge needed of its clients. Good farming livelihoods for the poor and the willing farmer sector must be involved (USEP Manual 2015).

Table 16. Influence of the financial managers' profiles on the program performance of the SUC's in terms of extension.

Managers' Profiles	Coef. B	Std. Error	t - value	Probability
(Constant)	3.648	1.204	3.031	0.016
Age	-0.006	0.018	-0.336	0.746
Eligibility	-0.115	0.139	-0.829	0.431
Educational attainment	0.384	0.246	1.562	0.157
Status of employment	-0.090	0.199	-0.451	0.664
Training and seminars	-0.186	0.275	-0.675	0.519
Position	-0.065	0.115	-0.570	0.584

Multiple R = 0.295

F - Value = 0.558

Probability = 0.753ns

ns = Not Significant

Financial Managers' Profile

and Production

Table 17 provides that the data on the combined contribution of the financial managers' profiles shows significant influence on the program performance of the SUCs in terms of production (F-value = 2.318, Probability = 0.049*). Having a probability value that is less than the set 5% level of significance; the stated hypothesis is rejected.

Absolutely, there were only 39.93% among the variants of managers' profile contributed to SUCs' program performance in terms of production. While, 60.07% can be attributed to variables that are out of context of the study.

This further implies that only few variables contributed and more variables can be included to obtain other best predictors in terms of production. It is very significant to note that only eligibility contributed but negatively significant. This negative only means in this table that although all of those study's respondents were eligible but if this scenario exist in the SUCs particularly production, there would be a tremendous decrease of production performance to a degree of -0.145 for every unit of change in the production. Therefore, SUCs managers should be particular on the eligibility needed if it is agricultural production those LEA, veterinary medicine or there must be consistency in eligibility with these work assignment.

Table 17. Influence of the financial managers' profile on the program performance of the SUCs in terms of production.

Managers' Profiles	Coef. β	Std. Error	t – value	Probability
(Constant)	3.560	1.236	2.881	0.020
Age	-0.005	0.019	-0.277	0.789
Eligibility	-0.145	0.143	-1.015	0.047*
Educational attainment	0.021	0.252	0.083	0.936
Status of employment	0.032	0.204	0.158	0.878
Training and seminars	0.096	0.283	0.340	0.742
Position	-0.102	0.118	-0.862	0.414

Multiple R = 0.393

F – Value = 2.318

Probability = 0.049*

* = Significant at 5% level

Relationship between Fiscal Management and the

SUCs Program Performance

The sixth research problem focused on examining the relationship between fiscal management and SUCs program performance.

Fiscal Management in terms of Planning

and SUCs Program Performance

Table 18 presents the data on the relationship between the SUCs fiscal management in terms of planning and program performance in a correlation matrix showing that a significant relationship between planning and extension ($r = 0.610$; $p = 0.045$) exist with high correlation (0.61-0.80). Based on the result, the hypothesis of the study is rejected. This implies that planning is highly necessary as the extension services are increased. This further implies that giving consideration on the bases for planning, such as; the participation of stakeholders; the SUCs' vision, mission, and objectives; and compliance of the PPMP that includes APP that are deliberately justified, the other factor that is the extension services will also be increased and clearly justified.

Fiscal Management in terms of Budgeting and SUCs Program Performance

It is noted that budgeting has a significant relationship with instruction, which further shows a negative low correlation ($r = -0.321$ and $p = 0.032$). Further, fiscal management on implementation shows significant relationship with research ($r = 0.546^*$ and $p = 0.029$); likewise with monitoring ($r = 0.516^*$ and $p = 0.041$); evaluation ($r = -0.523^*$ and $p = 0.043$); and reporting ($r = 0.600^*$ and $p = 0.014$), with moderately high correlation in all the factors included. The results signify rejection of the hypothesis on this part of the study. Further, this implies that enhancement of fiscal management on the processes of planning, budgeting, implementation, evaluation, monitoring and reporting moderately showed connection with SUCs program performance.

The results imply that the financial management on the area of research negative significance on the implementation, monitoring, evaluation, and reporting. In the implementation they must have to adopt the prepared Budget Execution Documents (BEDs), they used the funds appropriately to finance the programs and activities; follow the guidelines in the Monthly Disbursement Program. It could be noted that they are adhering to the policy and guidelines of the DBM and COA, and they also efficiently and effectively utilized funds for personnel development. In monitoring they must have to practice proper documentation on project implementation. Making sure that all purchases are indicated in the Annual Procurement Plan and sure that the supplies, materials and equipment are delivered, inspected and accepted as stated in the contract. Approval of budget against the actual results of accomplishments, monitoring the progress of all activities and projects implementation to ensure that it is accomplished on target date; evaluation, making sure that the agency performance targets were evaluated, their priority needs in school were identified, maintained feedback, plans and targets are periodically reviewed, and designing instrument purposely to conduct needs assessment; and on reporting, prepare the Budget Financial Accountability Reports; submit the system generated hardcopies of BFARs and FS at DBM and COA; while they agreed that Financial Accountability Reports, the Trial, and Financial statement, Budget Financial Accountability Reports, posting in the transparency seal through the schools' website, and reports are prepared on time and before the deadline.

In reporting, the school or agencies are required to submit the Budget & Financial Accountability Reports every 10th of the succeeding quarter online through the Unified Report System (urs). Hardcopies of system generated BFARs are submitted to the office of the Department of Budget and Management (DBM) and Commission on Audit (COA) using the prescribed modified formats per Joint Circular No. 2014-1 dated July 2, 2014. These are also posted in the transparency seal of the schools' website as required by A.O. 25 of PBBs good governance.

Table 18. Correlation matrix showing the relationship of fiscal management and the SUCs program performance.

Financial Management		Instruction	Research	Extension	Production
Planning	Pearson R	-0.083	0.106	0.610*	-0.064
	Probability	0.761	0.695	0.045	0.815
	N	16	16	16	16
Budgeting	Pearson R	-0.321	-0.495	-0.252	-0.240
	Probability	0.032	0.051	0.346	0.371
	N	16	16	16	16
Implementation	Pearson R	-0.078	-0.546*	-0.221	-0.298
	Probability	0.775	0.029	0.410	0.262
	N	16	16	16	16
Monitoring	Pearson R	-0.119	-0.516*	-0.159	-0.117
	Probability	0.661	0.041	0.557	0.666
	N	16	16	16	16

Evaluation	Pearson R	-0.246	-0.523*	-0.178	-0.159
	Probability	0.358	0.043	0.511	0.556
	N	16	16	16	16
Reporting	Pearson R	-0.166	-0.600*	-0.179	-0.320
	Probability	0.539	0.014	0.507	0.227
	N	16	16	16	16

Influence of the Fiscal Management on the SUCs Program Performance

This research problem focused on examining the influence between the fiscal management and SUCs program performance.

Fiscal Management and Instruction

Table 19 shows that the financial management on SUCs program performance in terms of instruction gained significant influence on budgeting (F-value = 2.366, Probability = 0.043*). Therefore, the null hypothesis is rejected.

It is further revealed that 19.60% of the variation of the identified factors was accounted on the financial management in terms of budgeting and other predictors of the study. The remaining 80.40% was accounted to the other variables not included in this study.

Based from variables selection procedure out of the 6 indicators, only budgeting with the probability value of 0.039* and T-value of -1.055 was found negative but significantly influencing SUCs program in terms of instruction. Statistical analysis manifested that failure on the part of SUCs management to improve and give more focus on budgeting. It is gleaned that for every decrease or deficiency in the budget, there will be a corresponding decrease of SUCs program in terms of quality of instruction that resulted to low quality of graduate that are not globally and regionally competitive.

Result of the study further implies that for every decrease of budgetary allocation of SUCs program a 0.856 degree will decrease on the SUCs program on instruction. This also mean that thorough and good preparation of budget must be undertaken and actively participated by some experts in the instruction to have wholistic view of the instructional needs and priorities.

This is deemed necessary because budgetary allotment preparation and request must be defended in a very smooth and justifiable manner in order to convince the RSDC, DBM, Congress, BOT and Senate.

Therefore, budgetary allocations for SUCs program on instruction must be properly taken cared of. It has the biggest share and must be used accordingly for faculty, students and academic related materials and equipment and facilities. On the financial management of SUCs program performance, they have been promoting relevant and free education; and were also found very satisfactory in implementing new programs that suits the needs of the clients; elevating the accreditation level of academic programs and in pursuing ISO certificate, producing quality graduates who are responsible, motivated and experts in mandated and priority programs.

Quality education is a priority not only on basic education but also on higher learning institutions, as stipulated in RA 7722, also known as the Higher Education Act of 1994. In the State Policy Statement, it points out that "The State shall protect, encourage and foster the right of all people to quality, affordable education at all levels and shall take effective steps to ensure that education is received at all levels and shall take appropriate steps to ensure that education shall be accessible to all" (Conchada&Zamudio, 2013).

Monitoring	0.862	0.340	2.535	0.040*
Evaluation	-0.412	0.372	-1.109	0.046*
Reporting	-0.903	0.402	-2.246	0.041*

Multiple R = 0.558

F – Value = 2.139

Probability = 0.047*

* = Significant at % level

Fiscal Management and Extension

It is indicated in Table 21 that the combined contribution of the financial management on the SUCs' program performance in terms of extension has significant influence on planning (F-value = 3.556, Probability = 3.556), which indicate the rejection of the hypothesis.

Absolutely, statistical manifestation was observed that only planning was the significant indicator that contributed to the extension program of SUCs in Region XII. This implies that for every effective and efficient strategic planning that are thoroughly participated by the stakeholders most especially the community end-users based on stated philosophy, vision, mission, goals and objectives of the SUCs in the upliftment of the quality of life of the clientele systems of SUCs, the extension program of the SUCs improved with the degree of 0.092. This implies further that the present strategic planning activities of the SUCs must be maintained or improved because it is relevant to the improvement of extension program of SUCs.

It further shows that only 41.00% of the variation of financial management on the SUCs program performance was accounted by planning and other variables predictor. The remaining 59.00% was accounted by some other variables not found in the model of the study.

This finding implies that strategic management planning is very essential for the acquisition of necessary resources that effectively and efficiently contributes to extension program of SUCs.

It could be noted that financial management in terms of planning that in every department/unit is required to submit indicative Project Procurement Management Plan (PPMP). They agreed that the indicative Annual Procurement Plan (APP) and Annual Investment Plan (AIP) are prepared considering the mission, goals and objectives, conducting strategic planning activities to identify needs, and considering the participation of students and other stakeholders.

Funds are required to support the production and delivery of goods and services that will keep the school running. It is the fuel and lubricant that pushes the school to move forward, and it provides all the necessary purchasing power with which education acquires its human, material and physical input.

The school administrator needs a budget to be spent on all aspects of maintaining the school's assets, coordinating faculty and staff training and workshops, and also providing other elements that will make teaching and learning successful (Omokorede and Bridge, 2011).

Table 21. Influence of the financial management on the SUC's program performance in terms of extension.

Financial Management	Coef. β	Std. Error	t - value	Probability
(Constant)	4.464	2.416	1.847	0.098
Planning	0.092	0.075	1.240	0.046*
Budgeting	-0.246	0.507	-0.484	0.640
Implementation	0.370	0.757	0.489	0.637
Monitoring	0.324	0.503	0.644	0.536

4. Fiscal management and the program Performance of the SUCs indicated a high degree of relationship; therefore, planning, budgeting, implementation, monitoring, evaluation, and reporting should be sustained based on PPMP of every SUCs.
5. Encourage college-based faculty research by providing those incentives; harnesses faculty and students' capacity on creativity and innovativeness and observed protocols.
6. Consider community services as one of the primary responsibility of SUCs.
7. Future researchers should pursue studies considering other factors that may relates on the fiscal management variables and program performance of the state and universities and colleges in the Region XII and Mindanao-wide.

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