

TOWARD A PARTICIPATORY UNIVERSITY GOVERNANCE: MODEL FOR STATE UNIVERSITIES AND COLLEGES IN THE PHILIPPINES

Assoc. Prof. Marwin M. dela Cruz
Graduate School Student
(Ph.D. in Development Studies)
University of Santo Tomas (UST)
España, Manila, **PHILIPPINES**

Assoc. Prof. Jaime M. Jimenez, PhD
Faculty, Graduate School
University of Santo Tomas (UST)
España, Manila, **PHILIPPINES**

ABSTRACT

Governance has become part of the educational landscape and a contributory factor to the realization of the vision and mission of institutions of higher learning. At the university level, however, it necessitates the involvement of the faculty union in the different aspects of governance. Shared governance or participatory university governance could among others entail the partaking of the faculty union in the areas of academic, political, financial and economic governance. The presence of such participatory practice is a condition that promotes harmonious and productive working environment in the academic community. By employing both qualitative and quantitative approaches, this study reveals to what extent faculty unions in the state universities and colleges of the Philippines participate in university governance. Evidence from four state universities and colleges demonstrate the adequate participation of faculty unions in the following aspects: academic governance (curriculum design); political governance (hiring policy); financial governance (budget); and economic governance (salaries and wages). Further, the increase in participation of faculty unions in terms of political and financial governance improves the level of performances of state universities.

Keywords: State universities and colleges, university governance, leveling performance, participatory university governance, Philippines.

INTRODUCTION

In today's concept of university governance, the academic community takes it synonymously with decision making. This decision making includes restructuring, academic program reorganization and faculty retrenchment (Rhoades, 2001). The capacity of the university in governing itself may go to two opposing poles, either becoming stronger or turn out to be weaker. As Spence (2007) notes, the vehicle for relationship building is the structure of school governance. For higher education, the continuing relevance of concerned institutions hinges on two factors: their responsiveness to socio-political changes and how they rethink internal governing structures (Nelson, 2010). This condition holds true in the academic world where participation in governance can help deal with the 'hidden action' aspect of informational asymmetry that often stands in the way of efficient execution of projects (S. R. Osmani, 2007).

The academic practice of participatory or shared governance characterizes the complex administrative character of higher education institutions and distinguishes them from other organizations in the industrial sectors (Kaplan, 2002). This participatory governance reflects the interest of the institution and its students for it generates and supports a spirit of collegiality among all institutions concerned with providing value education. Further, the concept of school governance embraces the notion that power, governance, and decision-

making are shared tasks and responsibilities which can be allocated in various ways. And one of the stakeholders in this complex process is the faculty association or unions (Post, 2006).

Some studies suggest that the desire for increased participation in governance was the primary motivation for unionization (Finley, 1991). In this way, few would dispute that teacher unions are major players in public education today (Johnson et. al. 2008). Among others, these unions are concerned about the health and mission of the institution for which they work, the maintenance of an environment supporting intellectual freedom and research, the welfare of their students and the quality of their graduates, as well as competitive compensation and fair on-the-job treatment. In short, university faculty unions are formed to ensure the faculty's traditional voice in governing their university (Goldey et. al. 2010) and in turn, participatory governance improves the efficiency of university governance (Jiang and Wei, 2011).

In the same way, university governance and institutional operation are enhanced and the faculty will eventually have their sense of ownership in performance (Carlisle and Miller, 1998). Probably one of the many reasons why this type of governance works is that the faculty appreciates their involvement in committees whose purpose is to generate ideas for the good of the college (e.g., strategic planning, long range planning, and retention). These ideas are then used by the administration to make decisions (Comeau, 2010).

In light of the aforementioned, it is quite imperative that state universities and colleges (SUCs) in the Philippines imbibe the spirit of participatory governance ushered by faculty unionism. Public sector unionism in the Philippines is a relatively recent reclaimed right by government personnel in the country. The reclaiming of such right cannot be divorced from the political victories won by the Filipino people in ending the 20-year martial rule of Marcos (Taguiwalo, 2011). Stipulated in the 1987 Philippine Constitution, Executive Order 180 expressly provided the guidelines for government employees to organize. Further, the Constitution clearly stipulates the role of public servants in the achievement of the role of the government in nation building. They are encouraged to unionize and protect their rights and privileges as specified in the following legal provisions—Section 8, Article III (Bill of Rights), Section 2 (5), Article IX-B (Constitutional Commissions) and Section 3, Article XIII (Social Justice and Human Rights). The Labor Code of the Philippines also recognizes the participation of the faculty association or union in the administrative matters of SUCs.

In sum, Philippine Government under the Aquino Administration has created an avenue where colleges and universities should uphold governance based on participation and that decision making rests upon not only in the administration itself but with the faculty union as well. It is from a participatory perspective where this study looked into the extent of faculty union participation in the governance of SUCs.

LITERATURE REVIEW

Goldey (et.al. 2010) describes the role of faculty unions in development as relatively rare. And despite the acknowledged importance of teacher unionism researchers have paid surprisingly little attention to the topic (Johnson et. al. 2008). Moreover, Bascia (2003) pointed out that teacher unions have been part of the educational landscape for over a quarter century and it has been difficult to develop an accurate picture of the role teacher unions play in relation to educational improvement, especially with respect to current policy directions. It

is hence the objective of this section to situate unionization literature in the governance of a university.

Derrick Manns (2011) opined that governance in the world of academia is sometimes very hard to understand but it is often seen as equally important with student learning. In order for shared governance to work, open communication must be established. This is critical so that a respectful dialogue can occur. Individuals in the college must remember their roles and that it is at times hard to do so when certain issues confronted the institution. In shared governance, the faculty serves as an advisory to the President of the institution. This is a critical point to make as many in the governance system at the College believe that they actually set policy. In a similar fashion, S. R. Osmani (2007) employed theoretical constructs such as ‘deliberative democracy’ and ‘empowered participatory governance’ to scrutinize the scope and limitations of people’s participation in the process of governance.

Further, Lovenheim (2009) analyzed the effect of teachers' unions on the allocation of school district resources as well as on student academic attainment. Unionization, as he stated, may increase non-wage benefits such as pensions or health care that is valued by teachers. Unionization can thus influence the level of satisfaction of teachers with their job and consequently may affect parent and student satisfaction with their school district.

In a comparative study, Coulson (2010) contrasted the results of the previous studies of Hoxby (1996) and of Lovenheim (2009). He noted that in the study of Hoxby, unions succeed in raising spending in part by shrinking the pupil-staff ratio. The magnitude of the effect, however, is fairly modest since the spending premium Hoxby credits to the unions ranged only from 4.3 to 9 percent above nonunionized districts. In the case of Lovenheim, the study finds no net effect of unionization on the pupil-staff ratio. The same finding applied to wages as well. Thus, if the actual union effect falls anywhere within the Lovenheim to Hoxby spectrum, this effect explains only a small fraction of the drop in the pupil-staff ratio of public schools.

Lapworth (2004), *Naylo (2007) and Jiang and Wei (2011)* in their studies about academic participation in governance relate a series of potential tensions on corporate-type, top-down models of governance and collegial approaches. Even the works of Eberts, Hollenbeck and Joe A. (2002) show the effects of teachers’ unions on public schools and much of this evidence becomes discomfoting to critics of teachers’ unions. , Their studies surveyed the key trends in the “standards and accountability” movement along with evidence on their effectiveness; reviewed the evidence on “pay for performance” or “incentive pay” plans; and evaluated the evidence on the relative effectiveness of public versus private- and charter-school.

In the changing landscape of higher education, Porter and Stephens (2010) asserted that faculty unions believed they are being asked to do more for the same compensation and that academic freedom and shared governance are generally under attack. For that matter, the faculty in some postsecondary institutions for-profit is initiating efforts to unionize. This move is based on the evidence that unionization increases faculty influence over the curriculum and the setting of teaching loads and the impact of faculty unions have on individual faculty behaviour particularly productivity. And in terms of linking teacher unionism and academic achievement, Kerchner (2004 & 1986), Bascia (2004) and Gold, Rhoades, Smith & Kuh (2011) forwarded the idea that both public policy and unionists have

been more conscious of the relationships between labor relations processes and school outcomes.

In short, the pillars of empowering the broad community and all the stakeholders in education rest on the following aspects—the establishment of reconciliation and peace through school governance mechanisms; practicing teaching and learning performance-based accountability policies; and the practice of a broader and inclusive participatory school governance.

METHODOLOGY

A research strategy should be chosen as a function of the research situation (Yin, 1994). Each strategy has its own specific approach to collect and analyze empirical data and therefore possesses its own advantages and disadvantages. Accordingly, this study employed the mixed method of research and considered the explanatory sequential approach. To achieve high quality research and to address other issues of real importance that advance the body of knowledge on a particular subject, the quantitative method was utilized to measure the variables of participatory university governance. As Horna (1994) points out, quantitative research designs are characterized by the assumption that human behavior can be explained by what may be termed “social facts” that can be investigated by methodologies that utilize “the deductive logic of the natural sciences”. However, the study is about faculty unions and the extent they participate in university governance. Hence, this study could not simply reduce faculty unions and participation into variables. In this respect, the qualitative method was also used. As Neuman (2000) puts it, this method is necessary in documenting real events, recording what people say through interviews and studying documents. At the same time, such method provides the framework to explore, define and assist in understanding the social and psychological phenomena of organizations and the social settings of individuals (Berg, 2004). In effect, the qualitative method enabled the researcher to collect in-depth information from the respondents as well as analyze the documents needed to understand the participation of faculty union in policy making and program development.

The statistical treatments used in this study were as follows. The mean was used to measure the central tendency of a variable, i.e. extent of participation. The regression analysis was also used to explore the relationship between a dependent variable and one or more independent variables which are also called predictor or explanatory variables. This was useful in estimating the impact of unionization on outcomes while drawing inferences about *why* this relationship occurred.

Accordingly, two types of data analysis were used. Data collected using the semi structured questionnaires and structured questionnaires were analyzed using SPSS (Social Science Statistics Package). With regard to the interviews by way of open-ended questionnaire and the documents collected, the coding process was utilized. In addition, the coding process or thematic analysis was used to develop themes arising out of the unstructured interviews that were carried out. After the coding process was completed, the raw data in the form of numerical numbers was entered into the statistical programme and analyzed using descriptive statistics. For this purpose, the NViVo 10 software was used to analyze the data.

RESULTS: EXTENT OF FACULTY UNIONS' PARTICIPATION IN UNIVERSITY GOVERNANCE

The respondents from the Bulacan State University (BulSU), Batangas State University (BatSU), Cagayan State University (CSU), and Don Mariano Marcos Memorial State University (DMMMSU) were asked to describe and explain their participation in university governance. The extent of faculty unions' participation in university governance was measured using the criteria of academic governance, political governance, financial governance and economic governance. In turn, the performance of state universities was measured in terms of the indicators set by the Philippine Commission on Higher Education, namely, quality and relevance, research capability and output, services to community and management of resources.

Table 1: Extent of Faculty Unions' Participation in University Governance in terms of Academic Governance

Indicators	BULSU	BATSU	CSU	DMMS U	Overall Mean	Verbal Description
	WM	WM	WM	WM		
Curriculum Design	3.49	3.16	3.41	3.55	3.40	Adequate Participation
Instruction	3.08	2.93	3.30	3.50	3.20	Adequate Participation
Professional Development	3.06	2.91	3.23	3.51	3.18	Adequate Participation
Workload	3.17	2.95	3.11	3.34	3.14	Adequate Participation
Overall Mean	3.20	2.99	3.26	3.48	3.23	Adequate Participation

Academic governance: The academic governance in state universities and colleges was assessed in terms of curriculum design, instruction, professional development, and workload. It may be gleaned from Table 1 that in general, faculty members manifested adequate participation in curriculum design, instruction, professional development and workload as respectively indicated by the overall mean values of 3.40, 3.20, 3.18 and 3.14. Adequate participation in curriculum design is evident when the university implements the following top three activities: making program-related decisions on curriculum design with faculty input; maximizing the utilization of experts in the faculty union through curriculum design development; and providing opportunities for faculty union for open discussion on curriculum-related topics. In terms of instruction, faculty members' participation was evident when the faculty union was made part of the academic council and assigned to be the lead group in teaching-learning activity. Adequate participation was likewise exercised in professional development when faculty unions' commitment to faculty development gained value and became a frame of reference of the university in professional development. Further, the concerned universities gave preference and special attention to the suggestions and ideas of faculty unions about in-depth career planning and professional development.

The faculty members' participation in terms of workload was also adequate. It became evident when the faculty union's proposal for lesser work load was given preference by the university. The faculty union also initiated the asking of payment for unpaid work by the

faculty and the university provided an opportunity for the faculty union to get involved in deciding the number of work load that the faculty may have.

**Table 2: Extent of Faculty Unions' Participation in University Governance
In terms of Political Governance**

Indicators	BULS U	BATSU	CSU	DMMS U	Overall Mean	Verbal Description
	WM	WM	WM	WM		
Hiring Policy	3.47	3.03	3.20	3.45	3.29	Adequate Participation
Tenure	3.31	2.98	3.21	3.45	3.24	Adequate Participation
Grievance	3.46	2.94	3.25	3.45	3.27	Adequate Participation
Working condition	3.09	2.94	3.32	3.46	3.20	Adequate Participation
Overall Mean	3.34	2.97	3.24	3.45	3.25	Adequate Participation

Political governance: The extent of faculty unions' participation in political governance was assessed in terms of the university's hiring policy, tenure, grievance and working condition. As shown in Table 2, the faculty members' participation in the hiring policy of universities was adequate and was manifested when the universities engaged the faculty union in decision-making. In effect, the universities deputized the faculty unions to hiring new faculty members while providing adequate opportunities for the faculty union to select and hire best deserving personnel.

The participation of the faculty members was also adequate in determining their tenure as exemplified when the universities give favourable recognition to the statement of principles of the faculty unions. Faculty unions are also consulted regarding changes in the rules and policies pertaining to appointment. When there is grievance, adequate participation of the faculty members was also shown when the universities consult the faculty union on policies regarding dismissal and involve them in the hearings of dismissal/retention cases.

In terms of maintaining the working condition, adequate participation of the faculty members was also evident. For instance, the universities heed to the advice of the faculty union about good working environment. They consult the faculty unions regarding the construction of class rooms as better work place and prioritize faculty union's responsibility in creating a good work environment.

**Table 3: Extent of Faculty Unions' Participation in University Governance
In terms of Financial Governance**

Indicators	BULS U	BATSU	CSU	DMMSU	Overall Mean	Verbal Description
	WM	WM	WM	WM		
Budget	3.01	2.91	3.07	3.30	3.07	Adequate Participation
Purchasing	3.26	3.02	3.16	3.33	3.19	Adequate Participation
Loans/Grants	2.95	2.96	3.04	3.28	3.06	Adequate

						Participation
Income generation	3.11	2.95	2.96	3.27	3.07	Adequate Participation
Overall Mean	3.08	2.96	3.06	3.29	3.10	Adequate Participation

Financial governance: The participation of faculty members to financial governance was assessed in terms of budget, purchasing, loans/grants and income generation. It may be perused in Table 3 that adequate participation was recorded among faculty members when the universities empower the faculty union in deciding on how to spend the budget. Moreover, the universities allow the faculty union to look at the budget for transparency and involve the faculty union in budget preparation.

When the universities need to purchase equipment or facilities, faculty members partake in the making of bids and awards. This empowers the faculty union in terms of properly safeguarding and controlling the process of purchasing decisions and in getting responsible in the evaluation of documents laid down for purchase. In terms of loans/grants, the universities involve the faculty union in the preparation of loans or grants being requested from a funding agency by allowing the faculty unions to look into the budget and giving preference to their proposed budget.

The faculty members likewise participated adequately in the universities' income generating projects. This was manifested when universities prioritize the proposed business plans or project proposals laid down by the faculty unions for income generation. The faculty unions also lay down policies and decisions on financial support or credit for new business to start-up in the university and partook in the preparation of income generating projects.

**Table 4: Extent of Faculty Unions' Participation in University Governance
In terms of Economic Governance**

Indicators	BULSU	BATSU	CSU	DMMSU	Overall Mean	Verbal Description
	WM	WM	WM	WM		
Wage/Salary	3.36	3.00	2.98	3.36	3.17	Adequate Participation
Leave	3.37	3.05	2.96	3.28	3.16	Adequate Participation
Benefit Packages	3.00	2.99	2.85	3.28	3.03	Adequate Participation
Health care	2.78	2.90	2.78	3.30	2.94	Adequate Participation
Overall Mean	3.13	2.98	2.89	3.30	3.08	Adequate Participation

Economic governance: In table above, the extent of participation of faculty members in economic governance was adequate in terms of wage/salary, leave, benefit packages and healthcare as respectively indicated by the overall mean values of 3.17, 3.16, 3.03 and 2.94. The adequate participation of faculty members is manifested when they exercise their collective action for higher wages, explicitly lobby for competitive salary, shared with the problem of state assistance and solicit suggestion to solve it, propose salary increase and offer early or phased retirement to any tenured full-timed faculty or instructional staff.

Participation in terms of leave application was also adequate as shown by the ability of the faculty union to ask the university to grant sick leave, paid maternity leave, paid sabbatical leave, paid paternity leave and paid anniversary leave. Through bargaining as well, faculty members enjoy benefit packages in the form of tuition remission/grants for children and spouse enrolled in the university or other institutions and financial aid through the Employee Assistance Program.

And as asked by the faculty union, adequate participation in the provision of healthcare is shown when the universities provide medical and dental insurance or medical care, disability insurance program and "cafeteria-style" benefits plan (a plan where a staff can trade off some benefits for others).

LEVEL OF PERFORMANCE OF STATE UNIVERSITIES

The performance of state universities was measured in terms of the indicators set by the Philippines Commission on Higher Education, namely, quality and relevance, research capability and output, services to community and management of resources.

Table 5: Level of Performance of the State Universities

Indicators	BULSU		BATSU		CSU		DMMSU	
	Rating	Int.	Rating	Int.	Rating	Int.	Rating	Int.
Quality and Relevance	8.031	Level III	9.25	Level III	8.5	Level III	10.88	Level IV
Research Capability and Output	7.37	Level II	7.88	Level III	8.75	Level III	12	Level IV
Services to the Community	6.75	Level IV	7	Level IV	4.5	Level IV	7	Level IV
Management of resources	4.75	Level II	2.75	Level II	3.25	Level II	7	Level IV
Total	26.9	Level III	26.88	Level III	31	Level III	36.88	Level IV

The data in Table 5 revealed that from the four state universities, Don Mariano Marcos State University got the highest performance of Level IV with a total rating of 36.88. In addition, DMMSU got a consistent Level IV in the four areas of performance namely quality and relevance, research capability and output, services to community, and management of resources. Meanwhile, Bulacan State University, Batangas State University, and Cagayan State University are currently holding a Level III performance with the average ratings of 26.9, 26.88, and 31.0 respectively. The lowest performance level of Bulacan State University is in the area of research capability and output (II) and management of resources. Meanwhile, Batangas State University and Cagayan State University got lowest performances in the management of resources (II).

Table 7: Summary of Data on the University Officials' Concept Of Participation in University Governance

Code	Connections//Category	Theme
Direction	addressed, charge, direction, head, management, now, organization, place, way	Address the right direction of the organization
Rules	governance, normally, opinion, principle, regulations, rules	Follow rules and regulation
Share	addressed, care, dealing, lot, management, relate, share	Share the management and operation of the University
Capabilities	able, capabilities, capable, open, subject	Open minded and possess the capabilities
Involvement	appointment, business, employ, engaged, involved, involvement, operation, participation	Involve and engaged employee in operation
Accomplished	accomplished, action, attainment, effectiveness, executive, management, reach	Look at the attainment and effectiveness of management
Administration	administration, executive, governance, organization, president	Administer and execute governance
Prepare	development, make, organization, plan, prepare, set	Set development plan and look at the organization
Generate	generate, get, give, giving, productive, productivity	Provide and generate productivity
Respect	credits, good, observant, respect	Respectful and gives credit to where credit is due
Good	effectiveness, good, just, right, well	Just and upright
Care	attention, care, charge, concern, like	Show emotion and concern to employees
Issues	effectiveness, issues, outcomes, subject	Awareness on issues is necessary
Open	clear, give, giving, initiate, open, possible, chance, happen, opportunities, probably	Initiate and open to opportunities
Involved	ask, involved, involvement, need, needs, participation, requirements	Promote Involvement and participation
Plan	designated, plan, programs, project	Design programs and project

As with the results of the interviews conducted among key informants, Table 7 shows the emergent themes in relation with the concept of participation. Among others, the themes were governance, the need for a sense of direction for the institution and guidance on the existing rules and regulation. As mentioned by one the respondents, the other important topics pertain to the attainment and effectiveness of management and being respectful and giving credit to where it is due. And by showing emotion and concern to employees, university governance is able to promote involvement and participation. This is evident in designing programs and project.

Table 8: Count of Coded Themes Emerging From University Officials' Concept Of Participation in University Governance

CODE	BulSU References	BatSU References	CSU References	DMMMSU References	TOTAL References
Direction	44	55	26	29	154
Rules	5	12	10	4	31
Share	3		9	10	22
Engaged	7	32	9	27	75
Accomplished	18	19	19	10	66
Administration	21	43	18	38	120
Prepare	32	23	19	15	89
Generate	10	20	11	15	56
Respect	10	8	4	15	37
Good	10	17	10	35	72
Care	16	12	15	32	75
Issues	8	20	9	6	43
Open	15	24	7	9	55
Involved	18	37	17	29	101
Plan	23	21	22	14	80

The coded themes in Table 8 disclose that the key informant from BatSU referred to the coded theme “direction” 55 times while BulSU key informant referred to the theme 44 times, followed by DMMMSU and CSU with 29 and 26 times respectively. It is also worthy to mention that in the course of the interview, the key informant from BatSU never referred to the code theme “Share” while others have little reference to it. With reference to the coded theme “care” DMMMSU registered the highest reference with 32. More importantly, the table revealed that the coded theme “direction” registered the highest reference followed by “administration” and “involvement”. The official concept of participation in university governance is hence anchored on the setting of direction for the administration coupled with the involvement of stakeholders.

DISCUSSION

A. INFLUENCE OF FACULTY UNIONS' PARTICIPATION IN UNIVERSITY GOVERNANCE ON SUC LEVELING PERFORMANCE

In conducting the study, it was hypothesized that the faculty unions' participation to University governance does not significantly influence the level of SUC leveling performance. To determine the extent of faculty unions' participation on SUC leveling performance, data were subjected to regression analysis.

Table 9: Regression Analysis of the Faculty Union's Participation to University Governance On the Level of SUC Leveling Performance

	Unstandardized Coefficients		Standardized Coefficient	T	P-value
	B	S.E	Beta		
(Constant)	1.107	.238		4.658	.000
Academic governance	.154	.100	.169	1.544	.125
Political governance	.224	.094	.218	2.379	.019
Financial governance	.312	.073	.336	4.307	.000
Economic governance	.068	.057	.093	1.185	.238
R-squared – .496					
F – 40.367					
p-value - .000					
alpha - 0.05					

Results of the regression revealed that the faculty unions' participation in university governance namely political governance and financial governance produced B coefficients of .224 and .312 with associated probability less than the significance level set at .05. The findings indicate that every unit increase in the political governance and financial governance could generate .218 and .336 increases in the level of performances of state universities. The factors "academic governance" and "economic governance" also contribute SUC leveling but not to a significant extent. The obtained F-ratio of .496 which was found significant at .05 alpha indicates that the academic governance, political governance, financial governance, and economic governance formed a very significant set of predictors for the level of performances of state universities and colleges.

B. UNIVERSITY OFFICIAL CONCEPT OF PARTICIPATION IN UNIVERSITY GOVERNANCE

The university officials' concept of participation in university governance is centered more on the setting of direction for the administration with involvement of stakeholders. But it is also worth noting that such involvement can be seen as partial primarily due to the fact that state universities and colleges need to follow certain governmental rules and regulation. This is evident in the statement made by the respondents,

“And we also develop a kind of social activities between and among people para naman sila ay magkaroon ng bonding, (*so that they will have their bonding*) para magkaroon sila ng knowing each other, (*so that they will know each other*) para maging maganda ang kanilag mga working relationships (*for them to have a good working relationship*) because in the management of academic affairs, it is important that relationships among co-workers and among teachers will be developed para mayroong sense of cooperation and mayroong sense of direction (*for them to have the sense of cooperation and sense of direction*) and we see to it that all of these programs are in consonance with the VMGO of the University, and the VMGO of the

University are in consonance with the Regional, National and the whole super system.”

Similarly, the same concept is evident in the aspect of planning:

“Actually when we do planning I just tell the group ano ba ang gusto ko (*what do I want*) with a certain directions. Afterwards, sila na ang mag-iisip. (*After that they are the once who will conceive the idea*) Kasi iyong direction mo na 'yon, iyon yung gusto mong mangyari sa organization (*This the reason that will set the direction that I wanted to happen in the organization*). So all of the things that they will be written, they will prepare and anything, it must be in consonance with the directions of yourself. And then, afterwards, kailangang namomonitor 'yan, kailangan naiimplement lahat iyong every items.”(*the need to monitor it and implement all the items specified*)

And even in the aspect of involving the community the focus on direction is likewise manifest:

“Here, we discuss things. So, when we joined administrative council meetings of the University, we are as one. So, we move as one. Sabi ko nga sa'yo (*as I have told you*) we are not taking things for granted here. All the details are discussed before we move on to the next...And then, we also involve not only, let's say for example, faculty here. We also involve our community.”

It is worthy to mention that the respondents possess the capabilities to involve employees in the operation of the university. This condition shows that employee participation can help the governance of a university. As one respondent expressed:

“Actually, we have some units here. We have the faculty association which take care of the faculty welfare. They sit in the administrative councils. They are actually part of the administrative council of this campus. It's different.. The non-teaching, they have also their association. They also have their faculty association. The administrators like me, like the Deans, though we are members we are excluded in some of their meetings because they bargain with us during the administrative council meetings.”

While it can be seen that respondents look at university governance that needs to set direction and involve other stakeholders, their concept fall short of sharing full governance with them. Nonetheless, one of them believes that:

“But common sense will tell you that this should be engaged. They should be involved. All of them should be involved. Now, otherwise, it will be an authoritative government if you will not involve them. Now, how to involve them is more of an art to involve them is an art.”

As such, themes like *Set development plan and look at the organization, Provide and generate productivity, Respectful and gives credit to where credit is due, Just and upright, Show emotion and concern to employees, Awareness on issues is necessary and Initiate and open to opportunities* emerge as relevant to university governance.

CONCLUSIONS

Extent of faculty unions' participation in university governance

1. **Academic governance** in Philippine SUCs was assessed in terms of curriculum design, instruction, professional development and workload. In general, faculty members manifested adequate participation in curriculum design, instruction, professional development and workload as respectively indicated by the overall mean values of 3.40, 3.20, 3.18 and 3.14.
2. **Political governance** was assessed in terms of the university's hiring policy, tenure, grievance, and working condition. The extent of faculty unions' participation in political governance manifested adequate participation.
3. **Financial governance** likewise demonstrated the adequate participation of faculty unions. It was assessed in terms of budget, purchasing, loans/grants and income generation.
4. **Economic governance** was examined in terms of wage/salary, leave, benefit packages and healthcare. The faculty unions' participation was also adequate as respectively shown by the overall mean values of 3.17, 3.16, 3.03 and 2.94.

Influence of faculty unions' participation in university governance on SUC Leveling Performance

The findings indicate that every unit increase in the political governance and financial governance generates .218 and .336 increases in the level of performances of state universities and colleges.

University official concept of participation in university governance

The university officials' concept of participation in university governance is more of direction setting for the administration with the involvement of stakeholders. But such concept of involvement is partially conditional probably due to the fact that there are government rules and regulation that need to be observed.

ACKNOWLEDGEMENTS

This dissertation was possible only because of those who extend their unwavering encouragement and immense sacrifices they endured in the process alongside me. I offer my gratitude to my adviser, dissertation chair and committee at the University of Sto. Tomas, Manila. They believed in my ability to create and recreate ideas and concept resulting to my vision of what direction I was heading. They taught me patience and independence—extremely well.

I am blessed to have an understanding family, to my wife Giselle and two sons, Gem and Gian. They have understood as I selfishly put my needs and this dissertation process above visiting, celebrations, vacations, and even shopping. I know they are looking forward for me to share responsibility at home. To Dr. Reynaldo Cruz and Prof. Alvin Nuque, who from the very conception of this dissertation is there for enlightenment and guidance. To CJ and Dr. Abuan who provided a stable foothold for me and whose encouragement keeps me going. To Bong Cunanan, my friend and companion, KakaibakaKabayan!

Gratitude also to my friends and colleagues at the Bulacan State University, Dean Bon Cunanan, Dean Teody, Sir Marlon, Sir Jorge, Ms .Che-Che, Ma'am Pretty. To my work warriors at the Office of the University President, Itzi, Ron, KaLina, Bryan, Dr. Cyr, Evelyn, Sir Al whose daily helps me to keep things together. Finally, to BulSU President Dr. De Jesus, who served as pillar support, salamatpo.

REFERENCES

Books

- Cushman, M.L. (1977) *The Governance of Teacher Education*. Berkeley, California: McCutchan Publishing Corporation.
- Gayle, D. J., Tewarie, B., & White Jr., A. Q. (2003). *Governance in the Twenty-first-century university: Approaches to effective leadership and strategic management: ASHE-ERIC Higher Education Report*. San Francisco, CA: Jossey-Bass Publisher.
- Govender, Logan (2004) *Teachers Union Policy Struggles and Educational Change 1994-2004. Changing class: education and social change in post-apartheid South Africa*. Edited by Linda Chisholm HSRC Press and Zed Books, , pp 266-291.
- Horna, J. (1994). *The Study of Leisure*, Oxford University Press, Oxford.
- Ingvarson, Kleinhenz L., Beavis E., Barwick A., Carthy H. & Wilkinson, J. (2005). *Secondary teacher workload study: Report*, Camberwell: ACER Press.
- Kleinhenz , Ingvarson, L., Beavis, E., A., Barwick, H., Carthy, I. & Wilkinson, J. (2005). *Secondary teacher workload study: Report*, Camberwell: ACER Press.
- Longin, T. C. (2002) *Institutional Governance: A Call For Collaborative Decision-Making In American Higher Education*. In W. G. Berberet and L. A. McMillin (eds.), *A New Academic Compact*. Bolton: Anker Publishing Co.
- Lortie, D. C. (1975). *School teacher*. Chicago: University of Chicago Press.
- Metz, M. H. (1990). "Real school: a universal drama amid disparate experience." In M. E. Goertz & D. E. Mitchell (Eds.), *Education politics for the new century*. London: Falmer.
- Neuman, W. L. (2000). *Social research methods: Qualitative and quantitative approaches (4th ed.)*. Needham Heights: Allyn and Bacon.
- Pfeffer, J., & Salancik, G. (1978). *External control of organizations*. New York: Harper and Row.
- Strauss, A. and Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Sage Publications. 21.
- Yin, Robert K. (1994), *Case Study Research: Design and Methods*, Sage Publications, Newbury Park, CA.
- _____. (2003), *Case Study Research*. (3rd Edition, Vol. 5). Sage Publications, Thousand Oaks, CA.

Journals

- Baldrige, J. V. (1982) *Shared Governance: A Fable about the Lost Magic Kingdom*. *Academe*, 68 (1), pp. 12.
- Bascia, Nina (2003), *Triage or Tapestry? Teacher Unions' Work Toward Improving Teacher Quality in an Era of Systemic Reform*. A Research Report to Ontario Institute for Studies in Education, University of Toronto, (Center for the Study of Teaching and Policy University of Washington) pp. 1-32

- Bowe, R. Ball, Swith Gold, A (1992) *Reforming Education and Changing Schools: Case studies in Policy Sociology*. London: Routledge
- Brown, W.O. (2001), Faculty Participation in University Governance and the Effects on University Performance, *Journal of Economic Behavior and Organization*, 44, p. 129-143.
- Burde, *Current issues in comparative education*. Columbia University Teachers College. 2004 p. 75.
- Cameron , Kim (1982), *The Relationship between Faculty Unionism and Organizational Effectiveness*. The Academy of Management Journal, Vol. 25, No. 1, pp. 6-24
- Carlisle, Bryan A. and Miller, Michael T. (1998), Current Trends and Issues in the Practice of Faculty Involvement in Governance. *Chronicle of Higher Education*. 1-17
- Eberts , Randall W. (2007), Teachers Unions and Student Performance: Help or Hindrance? Vol. 17 / no. 1 (Spring 2007). pp 175-200
- Finley, Charles. (1991). ‘The Relationship between Unionization and Job Satisfaction among Two year College Faculty.’” *Community College Review* 2:53–61.
- Grissom, Jason A. (2011), Revisiting the Impact of Participative Decision-Making on Public Employee Retention: The Moderating Influence of Effective Managers. Published online before print April 28, 2011, doi: 10.1177/0275074011404209 *The American Review of Public Administration* April 28, 2011
- Goldey, Gregory. Swank, Eric. Hardesty, Constance and Swain, Randall, (2010). Union Professors: Framing Processes, Mobilizing Structures, and Participation in Faculty Unions, *Sociological Inquiry*, Vol. 80, No. 3, p. 331–353.
- Gunderson, Morley, 2005. \Two Faces of Union Voice in the Public Sector." *Journal of Labor Research* 26(3): 393-413.
- Hill, B., Green, M. and Eckel, P. (2001) *On Change IV –What Governing Boards Need to Know and Do About Institutional Change*. Washington, D.C.: American Council on Education.
- Holmstrom, Bengt & Paul Milgrom (1991). “Multitask Principal-Agent Analyses: Incentive Contracts, Asset Ownership, and Job Design.” *Journal of Law, Economics, and Organization* 7: 24-52.
- Hongchi Jiang, and Michael Wei (2011). Faculty Roles in University Governance at Two Universities in the United States and China, *Educational Research & Development*, Vol 14, No 1, page 50-66.
- Kaplan, Gabriel E. (2002), Governance Structures in the American Academy and Their Impact: A Report from the 2001 Survey of Higher Education Governance (Prepared for the Cornell Higher Education Research Institute Conference), “Governance of Higher Education Institutions and Systems”, Ithaca, NY, June 4-5.
- Kerchner, Charles Taylor (2004) *The Relationship Between Teacher Unionism and Educational Quality: A Literature Review for The National Education Association*. pp. 1-54
- Lapworth, Susan (2004), Arresting Decline in Shared Governance: Towards a Flexible Model for Academic Participation. *Higher Education Quarterly*, 0951–5224 Volume 58, No. 4, October 2004, pp 299–314.
- Lovenheim, Michael F. (2009), The Effect of Teachers' Unions on Education Production: Evidence from Union Election Certifications in Three Midwestern States, University of Chicago Press *Journal of Labor Economics*. Volume 27 pages: 525-587.
- Manns, Derrick (2011) Engaging the Campus in Shared Governance Discussions? Louisiana Community and Technical College System *Journal of Research in Education* Volume 21, Number 1, 98-108.

- Masten, S. (2006), Authority and Commitment: Why Universities, like Legislatures, Are Not Organized as Firms, *Journal of Economics and Management Strategy*, 15 (3), 649-684.
- Onwunli , Agatha U. and Agho, Augustine O. (2004), Faculty Opinion on Shared Authority: *A Nigerian National Survey. Higher Education*, Vol. 48, No. 4 pp. 397-418
- Osmani , S. R. (2007). Participatory Governance for Efficiency and Equity: An Overview of Issues and Evidence , A background paper for the *World Public Sector Report 2007*; The United Nations Department for Economic and Social Affairs, New York.
- Post, Robert, (2006) "The Structure of Academic Freedom," in B. Doumani, ed., *Academic Freedom after September 11*(New York: Zone,(2006), 61-106.)
- Rhoades, Gary (2002) National Implications of Local Union Activity. *The NEA Higher Education Journal* (103-114).
- Supangco , Vivien T., Women In Elite Positions In Listed Corporations In The Philippines *Philippine Management Review*, 2008, Vol. 15, pp. 51-64.
- Taylor, Dianne L. and Bogotch, Ira E. (1994) School-Level Effects of Teachers' Participation in Decision Making. *Educational Evaluation and Policy Analysis*, Vol. 16, No. 3. pp. 302-319.
- Taylor, S;Rizvi; Lingard, B and Henry, M. (1997) *Educational Policy and the Politics of Change*. London: Routledge.
- Trakman, Leon. Modelling University Governance, *Higher Education Quarterly*, 0951–5224 Volume 62, Nos. 1/2, January/April 2008, pp 72.

Website

- Comeau, Karen Gayton, Ed.D. (2010) *A Study of Shared Governance Northwest Indian College Bellingham, WA.* (available at <http://www.nwic.edu/assessment/InstitutionalData/sharedgovernancereport2010.pdf>)
- Community Colleges Classified Senate (1999) *Shared/Participatory Governance A Position Paper California* (27, August, 2010 from and available at http://www.ccccs.org/documents/positionpapers/shared_govn.pdf)
- Coulson, Andrew J. (2010). The Effects of Teachers Unions On American Education. *Cato Journal*, Vol. 30, No. 1-18
- Eberts, Randall W., Hollenbeck , Kevin and Joe A. (2002) *Stone Teachers' Unions: Outcomes and Reform Initiatives* (Available at http://economics.uoregon.edu/papers/UO-2002-15_Eberts_Teachers_Union.pdf)
- Feist, Catherine, "Faculty heads: Their roles and leadership practices in New Zealand secondary schools" (2007). *School of Education Dissertations and Theses*. Paper 4. http://www.coda.ac.nz/unitec_educ_di/4
- Gibbs, Michael, Merchant, Kenneth A., Van der Stede, Wim A., and Vargus, Mark E.; (2007) *Performance Measure Properties and Incentive System Design*, available in <http://faculty.chicagobooth.edu/michael.gibbs/research/PM.pdf>
- Gold , Larry, Rhoades , Gary, Smith, Mark and Kuh, George (2011) National Institute for Learning Outcomes Assessment What Faculty Unions Say About Student Learning Outcomes Assessment. Produced by Creative Services | Public Affairs at the University of Illinois for NILOA. 10.032 (available at <http://www.learningoutcomeassessment.org/>)
- Jenkins, Davis (2011). Redesigning Community Colleges for Completion: Lessons from Research on High-Performance Organizations, CCRC Working Paper No. 24. Teachers College, Columbia University. Available at <http://ccrc.tc.columbia.edu/Publication.asp?UID=847>

- Johnson, Susan M.et.,al. (2008). The Challenge of Leading Two Generations within The Teachers Union Project on the Next Generation of Teachers Harvard Graduate School of Education. Available at <http://www.gse.harvard.edu/~ngt/AERA08.SMJohnson.pdf>
- Naylor, C. (2011). Teacher Unions, School Districts, Universities, Governments: Time to Tango and Promote Convergence?, 11(20). IEJLL: *International Electronic Journal for Leadership in Learning, North America*, 11, Jan. 2007. Available at: Date accessed: 17 Aug. 2011. <<http://iejll.synergiesprairies.ca/iejll/index.php/iejll/article/view/675>>.
- Porter, Stephen R. and Stephens, Clinton M. (2010) The causal Effect of Faculty Unions on Institutional Decision-making. Department of Educational Leadership and Policy Studies, Iowa State University. Electronic (copy available at: <http://ssrn.com/abstract=1705713>)
- Republic Act 8292 available at:
file:///C:/Documents%20and%20Settings/Giselle/Desktop/working%20paper%20for%20theory%20on%20dissertation/republic%20act%208292.htm
- Spence, R. (2007). "Education in post-conflict environments: Pathways to peace?" Retrieved 25 April, 2008 available in
<http://devnet.anu.edu.au/timorbeyond%20crisis%20papers/spence.ml.doc>
- Taguiwalo, Judy M. (2011) Unionism in the University of the Philippines: A post-Marcos dictatorship gain. The UP Forum.July 2011-August 2011 (retrieved, September 14, 2011 and available at <http://www.up.edu.ph/upforum.php?i=244>)
- The Labor Code of the Philippines available at:
file:///C:/Documents%20and%20Settings/Giselle/Desktop/working%20paper%20for%20theory%20on%20dissertation/PSU2/union%20issues/labor%20ocde%20on%20u
nionism.htm
- The 1987 Philippine Constitution available at:
<http://www.chanrobles.com/philsupremelaw1.htm>