

The Income Generating Projects of State Colleges and Universities: A Case of Nueva Ecija University of Science and Technology

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Abstract: *The study focused on the status of income generating projects of Nueva Ecija University of Science and Technology conducted in the different campuses. It specifically described the profile of the personnel of income generating projects, determined the present income generating projects per campus, and assessed the level of satisfaction of their clientele. This study used the descriptive survey method utilizing both quantitative and qualitative description of data. The researcher conducted survey using both interviews, questionnaires and observations in order to find out the existing income generating projects in each campus, determine the status of the different projects, and clientele satisfaction with the products/services, price, promotion and facilities. Statistical methods used were frequency, percentage and weighted mean. Five campuses participated in the study namely; General Tinio Campus, Sumacab Campus, San Isidro Campus, Atate Campus, and Gabaldon Campus. Respondents who gave their time and effort on this study were six IGP Officials, 15 Deans/Directors, 1 IGP Coordinator, 242 Faculty/Staff and 357 students. Majority of the IGP officials were member of IGP Committee, Deans and Directors were from Sumacab Campus, San Isidro Campus, Atate and Gabaldon Campus, and non teaching personnel with four years of experience. In terms of production there is a campus involve in broiler, swine, goat beef and cattle. There is no aqua culture. There are also rice production, bake products and processed meat. As for non consumable products uniform and books is the majority income generating. In terms of services, rental, leasehold and gate pass which operates more than five years, with no IGP coordinator/head and five were involve in IGP projects. Researcher strongly suggest that the University should consider to establish marketing center in each campus which serve as one stop shop where all the IGP products will delivered, displayed and distributed. Information about IGP Projects should be disseminated to all University personnel to fully understand what is IGP and its importance and role to the University. Benefits, such as incentives should be given to personnel involved in the IGP operations to continuously motivate them to become more productive. Agricultural projects should also support the forth function which is production and not limited only to research and instructions. Financial report on IGP projects should be discussed in each Campus in their year end meeting to be transparent and motivate other faculty and staff to support the IGP projects. And lastly, the study must be replicated to validate the findings and come up with more accurate descriptions and assessment of different existing IGP Projects in each campus which will serve as inputs to the planning and decision making of the IGP head and Officials.*

Keywords: Income generating projects, Nueva Ecija University of Science and Technology

1. Introduction

A school which can generate its own income can provide education even to the poorest students without relying on government support or charging student fees. As Eleanor Roosevelt said "It is better to light a candle than curse the darkness." Establishing its own income, a school has a chance to light the candle.

State Universities and Colleges are funded by the national government and are governed by their own charter. State Universities and Colleges charter ensures their autonomy and academic freedom. They are empowered with their own curricula, introduce competitive programs, and award their own degrees (Ricafort, 2013 and Alvaran, 2012). The Commission on Higher Education ensures that State Universities and Colleges (SUCs) address the Higher Educational Modernization Act of 1997 (Republic Act 8292), which provides among other the uniform composition of Governing Board of SUCs with CHED as a Chairman.

Currently, there are 110 chartered universities and colleges (SUCs) in the Philippines. At present, 40% of college and university-level students in the country attend state universities and colleges (Naval, 2008).

Aside from their mandate of providing instruction, research, and extension to the public, production or income generating is now included as their fourth function. State colleges and universities are indispensable instrumentalities in helping address local and global issues such as food security (Sapitula, 2012 and Queberin et al.2005).

The Higher Education Modernization Act (Republic Act No.8292), under section 4, states that the governing board of the SUC's has the power to enter into joint ventures with business and industry for profitable development and management of the economic assets of the college or institution, and the proceeds from which to be used for the development and strengthening the college or university. Another power of the governing board is to privatize, where most advantageous to the institution, management of non-academic services such as health, food, building or grounds or property maintenance and similar such other objectives. This act gives SUC Presidents certain leeways and leverage to attain fiscal autonomy to implement their short and long term development plans (Alvaran, 2012 and Sapitula, 2012.). The provision mentioned is one of the legal basis in establishing income-generating projects. It legalizes efforts of SUCs to enter into joint venture with business and industry for the profitable development and management of economic assets of the institution (Sapitula, 2012).

The Corporate Business Affairs Office (CBAO) started out as the Nueva Ecija University of Science and Technology Income Generating Program (NEUST-IGP) when Dr. Gemiliano C. Calling was appointed as SUC President III in August 1994. The goal was to adopt and implement feasible income-generating projects that would generate some income for the university. During the years of operation, the role of IGP was focused mainly on the lease of canteen and rent of the gym and auditorium. The income derived from these IGPs was minimal and its contribution to the overall development of the university was hardly felt because SUCs at that time were given allocation for capital outlay by the Department of Budget and Management (Domingo, 2011).

By 1999, the National Government started feeling the effect of increasing huge budgetary deficit and had gradually reduced the SUC allocation for MOOE and Capital Outlay. It was during that time that President Calling felt the need to expand IGP operation in order to generate more income for the university. It was also during this period when the RTW/Garments production center was established and became operational. Since then the university became sole producer and distributor of PE, NSTP and athletic uniforms for the students.

On July 4, 2002 the NEUST Board of Regents passed Resolution No.32, s.2002, changing the Income Generating Program to a division to be known as Corporate Business Affairs Office whose chief shall be entitled to a RATA division effective upon approval of said resolution (Domingo, 2011).

The use of income generated fund is supported by CHED MEMORANDUM ORDER NO.20 s.2011 entitled Policies and guidelines for the use of Income, Special Trust Fund and Programs of Receipts and Expenditures of the State Universities and Colleges (SUCs). The guideline used in reporting standards for agricultural production and manufacturing is based on National Budget Circular No.331-A December 23, 1982, National Budget Circular No.331 of November 27, 1980 and Commission on Audit Circular No.84-239.

Income generating activities have been in operation in the public universities since 1990s. Their establishment was meant to cushion the universities from the effects of the reduction of government contribution to the universities (Nyang'au, 2008; and Malate, 2009). Some reasons for the establishment of income generating projects include complementing in the instructional, research and extension and development programs of the university, providing opportunity for students to earn while learning, providing opportunity for faculty to earn additional income, and assist livelihood programs of the government (CLSU UBAP, 2013).

State University and Colleges differ in kind and classification of IGP units to be offered to their clientele. The demographical location, fund allocation and mission and goals of the SUC. Alvaran (2002), revealed in his studies that through selection of appropriate IGPs would mean that they must suit expertise and specialization to insure success and profitability, likewise people involved

must have backgrounds on entrepreneurial, management, accounting, skills and marketing experiences.

The study identifies the income generating projects units implemented in each campus of Nueva Ecija University of Science and Technology. These will include all IGP units under Section 3 of CHED Memorandum No.20, Series of 2011. The Satellite Campuses included in the study were San Isidro Campus, Sumacab Campus, General Tinio Campus, Gabaldon Campus, and Atate Campus. Other campus in Southern Academic Extension Campus (Gapan, Peñaranda, San Leonardo), Northern Academic Extension Campus (Carranglan and Talavera were not included for the University has sanction only on their academic programs. Business affairs are beyond their control. Fort Magsaysay Campus was not included in the study for the reason it only has Laboratory High School and limited number of college student (140 students for High School and 14 students for BSE/BEED). Only campus with complete four year programs and at least 500 enrollees were included in this study.

For the assessment of existing income generating projects in each campus and assessment of business management function, the respondents were IGP Director or Accounts and Relation Officer, IGP Officials, Deans/Directors, IGP Coordinators. For the satisfaction of product and services, the clientele of income generating products and services; e. g. faculty, staff and students in different campuses of the Nueva Ecija Universities of Science and Technology for the school year 2014-2015. This study gives assessment on how the administration will be given priority among their income generating projects.

2. Literature Survey

The Higher Education Modernization Act (Republic Act No.8292), under section 4, states that the governing board of the SUC's has the power to enter into joint ventures with business and industry for profitable development and management of the economic assets of the college or institution, and the proceeds from which to be used for the development and strengthening the college or university. Another power of the governing board is to privatize, where most advantageous to the institution, management of non-academic services such as health, food, building or grounds or property maintenance and similar such other objectives. This act gives SUC Presidents certain leeways and leverage to attain fiscal autonomy to implement their short and long term development plans (Alvaran, 2002 and Sapitula, 2012). The provision mentioned is one of the legal basis in establishing income-generating projects. It legalizes efforts of SUCs to enter into joint venture with business and industry for the profitable development and management of economic assets of the institution (Sapitula, 2012).

Under section 4 of National Budget Circular No.331-A, Section 3, states that teachers and students directly involved in the food production/ manufacturing activities shall be given honoraria/wages at the rate of Php 5/Php 1.5 and hour, respectively, based on the services actually rendered not exceeding 40 hours a month. The management staff shall likewise be given honoraria as the teachers for the same

number of hours of actual services. The allowable honoraria/wages shall be paid from the Revolving fund and shall form part of cost of sales. Further under Section 4.4.3 stated that honoraria shall be given on the school officials and employees who are on assignment to duly authorized and or accredited agricultural and manufacturing operations.

Today, corporatization and initiation of income-generating projects to raise income have been practiced. The corporate style in the operations is one important change that is taking place among chartered state universities and colleges in the country. This has led to dramatic transformation in SUCs operations (Naval, 2008).

In Partnership with Commission on Higher Education, Management Association of the Philippines (MAP) helps to promote a culture of excellence in higher education and forging cooperative partnership among State Universities and Colleges and industries on the apprenticeship programs, research cooperation between academe and industries and commercialization of researches or idle resources of SUC's through income generating projects or ventures (Management Association of the Philippines, n. d.)

Income Generating Projects as defined in Article 1, section 3 of R. A. No.7722 refer to any activities which generate additional revenues for the specific for which it was created. It also states that administrative costs contribution of the said projects shall be made to the extent of twenty-five percent (25%), to be automatically remitted for the use of the Administration (CHED memorandum order number 20 series of 2011).

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they must suit expertise and specialization to insure success and profitability, likewise people involved must have backgrounds on entrepreneurial, management, accounting, skills and marketing experiences.

For science and technology SUC, the Commission on Higher Education is set to launch the formation of a SUC Alliance where research results of selected higher education institutions will be subjected to technology business incubation (Sapitula, 2012). Also Sapitula added that DMMMSU, whose commodity strength is beekeeping, shall be the lead institution of a national network for apiculture. In agricultural schools, income generating comes primarily from animals, aquaculture, horticulture and services.

The study made by Butare (2012) reveals that Kigali Institute of Science, Technology and Management (KIST) has taken a lead in entrepreneurial activities. Successful projects include renewable energies, water-waste management and food processing. Products developed include low-cost hand and foot-powdered water pumps, rainwater harvesting system, a crop dryer that uses either sunshine or biomass (such as rice husk, sawdust or firewood) etc.

In Kenya, it was established that income generated from income generating activities had been utilized to complete stalled projects, initiate new ones, improve the terms and conditions of service staff, and boost the equipment of laboratories and libraries and maintenance of general infrastructure (Nyang'au, 2008).

Malate, (2009) in his study revealed some income generating projects in Region IX which include canteen/space rental, dormitory/hostel, printing services, Internet Laboratory, food services, corporate courses, Agriculture/fisheries, Rental toga/Equipment, Machine refrigeration shop, gate pass, photocopying, garment shop, health services, instructional materials, and interest on deposits.

According to the Jose Rizal Memorial State University Annual report (2011) their main campus focused mainly on students' system uniform, t-shirts, faculty uniform, sardine production, water refilling station and academic gown rental while the Dipolog Campus concentrates on cafeteria and water refilling station and the Siacon Campus obtained its income from rice production, bangus and fry production, academic gown rental and students' system uniform. It is also stated in the annual report that the linkages of Tampilisan Campus to the different NGOs and GOs as lead agencies for rice production and vermin-composting projects have provided venues for IGPs capabilities towards the production of rice seeds and organic fertilizers in the commercial level. The campus also has maintained its income from bamboo, cattle/dairy projects, fruit trees, vegetable nursery, piggery project, rubber production, sheep production, rice production, computer printing, coconut project, sand and gravel quarry, chicken multiplier farm, hito/tilapia production and vermin culture.

In Abra State Institute of Science and Technology their agribased IGP are rice, orchard, piggery, and ranch.

Vegetables, tilapiya, corn, mushroom; for non agri based rental and marketing center (Abra State Institute of Sciences and Technology).

Moreno et al. (2012), stated that Zamboanga Peninsula, introduced a project called AFNR project 3.1k or Student Internship in Science and Technology-based Microenterprises. This program is a curriculum enhancement intervention executed through "hand-on" internship across Agriculture, Forestry, and Natural Resources (AFNR) courses in the Western Mindanao State University (WMSU), Jose Rizal State University-Tampilisan Campus (JRMSUT) and Zamboanga State College of Marine Sciences and Technology (ZSCMST). Moreno also mentioned in his study, that the project was funded by Department of Science and Technology (DOST) and administered by the Philippine Council for Agriculture, forestry and Natural Resources Research Development (PCARRD).

Further, more Moreno (2012) further stated that The project focuses on enhancing the competence and institutional employability of Agriculture, Forestry and Natural Resources (AFNR) students and graduates through application of skills and training and acquisition of entrepreneurial skills in agri-based production and processing technologies, product standardization, quality improvement and overall management and development of financially viable and small enterprises along the region's major dollar earning export commodities. Zamboanga Peninsula added that through the project they could produce ten products to be sold to interested buyers including coco sugar, jelly, jam, wet and dried seaweeds, rubber budwood and seedling, tissue cultured plantlets and seedlings (banana, abaca and rubber).

On the number of employed and unemployed, (Diestro, 2013), most of the graduates are employed on the course they finished while who did not land job mentioned the following reason: busy as housewives and some pursue to higher studies (masteral and doctorate).

2. Problem Definition

The study focused on the assessment of Nueva Ecija Universities of Science and Technology income generating projects. It specifically sought to provide answers to the following questions.

1. The profile of the income generating projects of the of the university in terms of:
 - 1.1 IGP Personnel Profile;
 - 1.1.1 Position in income generating Projects;
 - 1.1.2 Campus;
 - 1.1.3 College/ Department;
 - 1.1.4 Designation; and
 - 1.1.5 Number of years of experience.
 - 1.2 Income Generating Projects Profile; and
 - 1.2.1 Types of income generating project;
 - 1.2.1.1 Production; and
 - 1.2.1.2 Services
 - 1.2.2 Number of years operation per project;

- 1.2.3 Number of income generating coordinator per campus;
 - 1.2.4 Number of person involve in income generating
2. How may the satisfaction level of the clientele be described in terms of?
 - 2.1 Product/Service;
 - 2.2 Price;
 - 2.3 Promotion; and
 - 2.4 Facilities

3. Methodology/ Approach

The study used the descriptive research using the survey tool as the primary means of gathering. According Nassaji, H. (2015) descriptive research is an appropriate choice when the research aim is to identify characteristics, frequency, trends, and categories. To answer the aforementioned questions, the researchers devised a structures questionnaire based. The modified questionnaire was planned and created by researcher. Suggestions for modifications and improvements were done and it was set for a dry run and got tested by selected graduates.

The respondents in this research were all the officials of the income generating project, 6 (six) IGP Officials., 5 (five) campus Directors/ Deans of the different Colleges, 1 (one) income generating Coordinators, two hundred forty four (244) faculty and three hundred fifty seven (357) students in the different Satellite Campuses of the University. Academic Extension Campuses were not included as respondents because the University had mandate only on academic related functions. Income generating projects in the Academic extension Campuses were not in control of the University Officials. Also the Fort Magsaysay Campus was not included for the reason of limited number of students which turns out there are no much existing income generating projects to be evaluated.

The income generating projects officials were 6 (six), composed of the Budget Officer, Supply Officer, Auditor, Infrastructure and Development Officer, Legal Officer and the Accounts Relation Officer. There were 15 campus directors and deans of the different colleges and campuses in all satellite campuses. These include the College of Arts and Science, College of Communication and Information Technology, College of Industrial Technology, College of Management and Business Technology, College of Restaurant and Hotel Management, College of Criminology, and College of Education. There is one income generating project coordinator. The number of clientele for the satisfaction of the products and services were determined by using Sloven's formula.

Using the Sloven's formula and purposive sampling, the sample size was computed at 244 out of 631 for the faculty and 357 out of 2, 726 for the students at the time of conduct of this study.

Permission to conduct the study was sought from the Office of the President of the University. The questionnaires were personally administered by the researcher through the help of the different Deans and Directors. The purpose and

procedure on how to respond to the questionnaire were explained to the respondents.

All the data gathered through the use of questionnaire were tallied, tabulated, summarized and recorded properly. Frequency and percentage and weighted mean were used as statistical tools. The following scale was used to interpret the result of client satisfaction.

Numerical Responses	Verbal Mean Range	Interpretation
4	3.25-4.00	Highly Satisfied
3	2.50-3.24	Satisfied
2	1.75-2.49	Fairly Satisfied
1	1.00-1.74	Not Satisfied

4. Results and Discussions

Table 1: Distribution of Respondents According to Position

Position	IGP Official		Deans /Directors/IGP Coordinators	
	f	%	F	%
Dean /Director	-		10	91
Project Manager	-		-	-
IGP Committee	4	80	-	-
IGP Coordinator	-		1	9
Account Relation Officer	1	20	-	-
Total	5	100	11	100

Table 1 shows the distribution of respondents according to position. As shown on the table, column one shows the respondents for IGP Officials which shows four or 80% were IGP Committee member, one (1) or 20% was Account Relations Officer. For the second column shows the respondents for the Deans/Directors/IGP coordinators which was ten or 91% are Dean and Director of the Campus and one or 9% is IGP coordinator. This implies that the University is following the standard policies based on National Budget Circular No.331-A dated December 23, 1982 under section 3.0 which states that management staff involved in specific duties and responsibilities in management and control of funds for agricultural/manufacturing operations includes the head of the school, budget officer, chief accountant, cashier, property custodian/officer and the unit auditor.

In NEUST, based on the unstructured interviews, the IGP officials are composed of the President who acts as the chairman supported by five IGP Committee members which is composed of the Legal Officer, Budget Officer, Internal Auditor, Supply Officer, and the Infrastructure and Development Officer. The committee assists the President in formulating policies and rationalizing all programs of all IGPs in accordance with the direction set by the University Administration. The Accounts and Relation Officer acts as IGP Director who takes care of financial and management aspects of the CBAO.

Only ten deans and directors of different campuses and colleges answered the questionnaire. The researcher tried her best to recover the entire questionnaire but they are returned unanswered. Graduate School, College of Engineering and College of Architecture returned the questionnaire unanswered while, Laboratory High School and College of Nursing, based on unstructured interview with the Deans

and Principal, said their IGP was already integrated in the Marketing Center where students and faculty directly acquired books and uniforms. Some of the IGPs listed in the questionnaire like rentals/leaseholds, groceries etc. were university wide and managed by Corporate Business Office and Affairs (CBAO). NEUST considers the importance of having IGP Committee member who help the President in making decisions. The Deans and Directors gave their evaluation on their college or campus on how to improve the IGP operation. Hence IGP Officials used that information given by deans and directors for them to include this on their planning and make decisions which projects will be given priority.

Table 2: Distribution of IGP Personnel According to Campus

Position	Deans /Directors/IGP Coordinators	
	F	%
San Isidro	2	18.17
Sumacab	4	36.36
General Tinio	3	27.27
Gabaldon Campus	1	9.1
Atate	1	9.1
Total	11	100

Table 2 shows the distribution of the IGP Personnel according to Campus. As gleaned on the table, majority of the Deans/Directors/IGP Coordinator stayed in Sumacab Campus which was four or 36.36%, and three or 27.27% stay in General Tinio Campus, two or 18.17% stay in San Isidro Campus, one or 9.1% each for Gabaldon and Atate Campus.

Based on unstructured interviews Deans/Directors stays in college/campus where their field of assignment was located. San Isidro Campus had two respondents, the director and the IGP coordinator. In Sumacab Campus, the Deans of the different colleges gave their response were College of Education, College of Management and Business Technology, College of Hotel and Restaurant Management, and College of Criminology. In Gen. Tinio Campus the Deans who gave their response were College of Arts and Sciences, College of Information and Communication Technology, and College of Industrial Technology. Since the Deans and Directors are the proper authority and have span of control on the College or Campus that assigned to them, it is a must for them to know all the activities conducted within their area of responsibility and these includes the evaluation and monitoring of the income generating projects on their areas.

Table 3: Distribution of Respondents According to designation

Designation	IGP Official		Deans /Directors/IGP Coordinator	
	f	%	f	%
Faculty	-	-	11	100
Non-Teaching	5	100		
Total	5	100	11	100

Table 3 shows the distribution of respondents according to designation. Data implied that, IGP Officials were non teaching personnel which were five or 100% and all

Deans/Directors/IGP Coordinators were all faculty members which was 11 or 100% of the respondents.

Based on unstructured interview, most of the IGP personnel were faculty and officials are non teaching. One of the thrust in establishing IGP is to enhance the faculty and staff and students' welfare. In this way, the university is able to harness all the available resources; financial, facilities, and manpower (Miranda, A. T. et al, 2016). Faculty members were tapped in projects where their field of specialization were applied and were given honoraria for the services rendered in the projects. In books distribution, faculty gets 10% of the gross sales. Since the deans/directors are handling the highest position in the department they are responsible for the monitoring and controlling of the activities of their campus or college. They submit proposal, recommendation of personnel for project leader, delegate work to whom they will entrust the responsibility of handling the IGP products, and suggest improvements of IGP in their respective area. IGP coordinators were also faculty and were given lesser load to be able to perform their functions/responsibility as IGP Coordinator.

Since all of the IGP Officials are handling key position in the University like Auditor, Legal Officer, Budget and Finance Officer, Supply Officer, Infrastructure and Development Officer they are busy in performing their designated duties, it is expected that they must hold a non teaching position while Deans and directors are holding their plantilla position as teachers. Being IGP personnel is included as part or included in their work as head of the college or campus.

Table 4: Distribution of Respondents According to Number of Years of Experience

Position	IGP Official		Deans /Directors/Coordinator	
	f	%	f	%
4 year or more	5	100	7	63.64
3	-	-	-	-
2	-	-	2	18.18
1	-	-	2	18.18
0	-	-	-	-
Total	5	100	11	100

Table 4 shows the distribution according to number of years of experience. Data implied that, column one shows the number of years of experience by IGP Officials, five or 100% have 4 years or more while the distribution of experience of the Deans, Directors, and IGP Coordinators were seven or 63.64% had 4 years or more experience, two or 18.18% had 2 years experience.

All IGP Officials, Dean/Directors/IGP coordinator were well experience. Job matching includes domain of job, job title, position, knowledge, experience, location, salary and etc. (Koh, M. F., 2015). Since the most of IGP Official and Directors have more than 4 years of experience in managing the IGP of the university they are more capable in making decision to improve the IGP of the University. The experiences gained in their designated area add to have fast decision making. It only shows that the more experienced gained the more they are capable to hold the position.

Table 5: Distribution of Respondents According to Types of Income Generating Projects

Income Generating Projects	Gen. Tirio Campus					Sumacab					Other Campus		Total	Rank		
	GIS	COE	DICT	DT	LHS	CAS	COA	CHET	HRM	COE	COE	San Isidro			Alate	Gabalidon
Animal Production	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f	f
Broiler														1	1	3
Quail																
Swine														1	1	3
Goat														1	1	3
Beef/Cattle														1	1	3
Dairy														1	1	3
AquaCulture																
Horticulture																
Rice Production														1	1	1
Consumable Goods				1											1	1
Non consumable Items																
Souvenir Items												2			2	3.5
Uniform of Students			1							1	2	1	1	6	2	2
Book Distribution			1		1		1	1		1	2	1	1	9	1	1
Module Selling												2			2	3.5
Garments						1									1	5
Services																
Rental/Leaseholds												2	1	1	4	1.5
Printing Services																
Gate Pass												2	1	1	4	1.5
Direct Selling							1					2			3	3
Eco Park														1	1	4

Table 5 shows the distribution of types of income generating for each Campus and Colleges. As seen on the table, there is one or rank 3 for the broiler project, swine production, goat production beef/cattle production and dairy. There is no aqua culture production. One or rank one both for horticulture which is rice production and consumable goods.

For non consumable items, book distribution got the highest rank with nine or rank 1, followed by student uniform which is six or rank 2, souvenir items and module selling both had two or rank 3.5, garments got the lowest rank which is one or rank 5.

For types of services, rental and leaseholds and gate pass got the highest rank which were both four or rank 1.5, direct selling got three or rank 3 and Eco Park got one or rank four.

This proves that the University has different types of income generating projects per campus which depends on their demographic location, All IGP related to agriculture were implemented in Gabaldon Campus. The broiler production is for research purposes only. The swine and goat production is used for instructions purposes only. Some of the animals now are being offered in auctions. Since only Gabaldon Campus offered Bachelor of Science in Agriculture where their field of specialization could be practiced and enhanced the reason why this kind of IGP were available in the Campus. There is no aquaculture project because of water supply problem. While other campuses do not have also aqua culture projects because this area is not aligned with the course offering in the campus therefore there are no faculty who will supervise and monitor the project.

Rice production is the only production for horticulture projects. This consists of almost four hectares of arable land that could be cultivated only every rainy season. The palay is converted to rice and sold in the marketing center in Cabanatuan City. Today, it is sold as palay to traders. Other campus answered not applicable for the reason most campuses are located in urban areas and almost all the perimeter lot are occupied by buildings for classrooms and offices purposes.

The College of Industrial Technology offers major in food technology. Products are made by students as part of their curriculum requirements and are sold too. In this way, students learn not only how to make products but also acquire the entrepreneurial skills. The Department gives a small percentage of their income to CBAO as IGP share and other proceeds are used for the maintenance and repairs of the department.

Most of the colleges or campuses are involved in book distribution except for Laboratory High School and Nursing where their books are already available in the marketing center. San Isidro Campus and Atate Campus get their books in Sumacab Campus from the College of Management and Business Technology. In the College of Arts and Sciences, books are distributed by the subject teacher per area. In the College of Education books are also distributed by the subject teacher. Uniforms of students in San Isidro Campus, Atate Campus and Gabaldon Campus as well as Fort Magsaysay Campus are distributed with the help of the IGP Coordinator or contact person of the marketing director. Inventories left at the end of semester are retrieved by the marketing center.

Uniforms like PE uniforms and school Uniform of Sumacab Campus and Gen. Tinio Campus can be directly acquired by students in the Marketing Center. Outside orders of T-shirt are also accepted but on cash basis. All t-shirts used by students in University activities are bought and distributed by the marketing center. Hence, as practiced, t-shirt is bought from outside suppliers and the university adds prints on it and sell this with a certain mark-up. Uniforms of faculty are not distributed by the Marketing Center because of some problems with the supplier.

Rental and leaseholds of the University are controlled and managed by the marketing center. Only San Isidro Campus, Atate Campus and Gabaldon Campus answered canteen rental, space rental and direct selling activities. Direct selling activities exist only in Sumacab and San Isidro Campus who give their IGP share based on the gross income earned. This serves as the practicum of BSBA students through personal selling. Canteen rental is available at San Isidro Campus. Space rentals are available in Atate and San Isidro Campus and used as Photocopy center. There is an Ecopark in Gabaldon Campus with entrance fee of P20/person, rent of cottages ranging from P800-1000. University personnel could have 20% discounts on cottage only. The Ecopark has two swimming pools, 15 cottages two function rooms and few number of animals; and fresh water coming from the mountain.

The selection of appropriate IGPs would requires expertise and specialization to insure success and profitability. Likewise people involved must have backgrounds on entrepreneurial, management, accounting, skills and marketing experiences (Alvaran 2012).

Table 6: Distribution of Operation of Projects according to Number of Years in Operation

Income generating Projects	More than 5 years		4-5		2-3		2-1		Less than 1 year	
	f	Rank	f	Rank	f	Rank	f	Rank	f	Rank
Space Rental	4	2	-	-	-	-	-	-	-	-
Canteen Rental	4	2	-	-	-	-	-	-	-	-
Book Distribution	-	-	-	-	3	1.5	-	-	2	1
Student Uniform	3	4	-	-	-	-	-	-	-	-
Broiler Production	-	-	-	-	-	-	-	-	-	-
Swine Production	-	-	-	-	-	-	-	-	1	2
Goat Production	-	-	-	-	1	3	-	-	-	-
Rice Production	-	-	1	2	-	-	-	-	-	-
Eco Park	-	-	1	2	-	-	-	-	-	-
ID Lace	-	-	-	-	3	1.5	-	-	-	-
Module	4	2	-	-	-	-	-	-	-	-
Direct Selling	-	-	1	2	-	-	2	1	-	-

Table 6 shows the distribution of number of years of operation of the project. As can be derived from the table, for more than five years, are for “space rental”, “canteen rental” and “module selling” got 4 or rank 2, and “ student uniform” got three or rank 4. For 4-5 years, one or rank 2 are for rice production, eco park, and direct selling. For 2-3 years, “ book distribution” and “id lace”, got three or rank 1.5 and “goat production” got one or rank 3. For 2-1 years, “direct selling” got two or rank 1, for less than 1 year, “book distribution” got two or rank 1, and “swine production” got one or rank two.

It was during the term of Dr Gemiliano Calling when NEUST-IGP was started. Prior to the conversion, before it

was known as Corporate Business Affairs Office. During the years of operation, the IGP focused mainly on the lease of canteen and rent of the gym and auditorium. The income derived from these IGPs was minimal and its contribution to the overall development of the university was hardly felt because SUCs at that time were given allocation for capital outlay by the Department of Budget and Management (Domingo, F., 2011). Hence, canteen rental and space rental existed in the different campuses, San Isidro Campus, and Gabaldon Campus, General Tinio Campus and later years in Sumacab Campus.

In San Isidro Campus, there are two stalls located in the front of the Campus and provided goodwill money. The first

stall offers foods and beverages and the other stall a computer shop. Space rental is located inside the Campus one located at the back which offers food and snacks and the other space rented was occupied by photocopying machines. In Atate Campus, the space rental is also occupied by the photocopying machines. In Gabaldon Campus, Canteen and space rentals provided additional income. In General Tinio, canteen rental, space rental, stall rental cyber space rental, auditorium and gymnasium are the income generating facilities. In Sumacab Campus there are two food courts established.

Teachers are encouraged to grow professionally, one of the basis of professional output is to develop instructional manual to be used in classroom teaching. These manuals or modules are sold and utilized by the students. Authors will secure certificate of utilization from the Dean of Colleges, Vice President for Academic Affairs and Screening Committee of Instructional Materials. The author provides five percent of the total sales to the IGP income.

The university considers rentals/leaseholds as the most lucrative IGP of the university since it has lasted for more than five years. For a business, if the project is not feasible anymore, the operation will be terminated immediately to avoid additional loses. Even though the university had to spend large capital on building establishment, the university still continues to establish buildings to rent or lease in the Sumacab campus to earn income lease or rent. Since this Sumacab Campus has the highest number of enrollee; the lessee will be assured of having regular customer which means they can easily recover the payment for rental fee. The University found out that the increase in the number of enrollees will increase the demand of students for place to eat, boarding house to stay and venue for events/celebrations. Since the university does not spend for any cost of repairs and utilities therefore the total amount received from the tenants are considered as income of the University.

Table 7: Distribution of Respondents as to Number of Income Generating Head/Coordinator per Campus and per involved in IGP

	Number of Coordinator per Campus		Number of person Involved	
	f	%	f	%
4 and more	-	-	2	18.18
3	-	-	-	-
2	-	-	4	36.36
1	3	27.27	5	45.45
0	8	72.73	-	-
Total	11	100	11	100

Table 7 shows the distribution of the number of income generating projects coordinators and person involve in IGP. As gleaned on the, column one show the number of IGP Coordinator per campus which was eight or 72.73% do not have coordinator and three or 27.27% have one coordinator. Second column show the number of person involved in IGP,

two campus or 18.18% have four and more, four campus or 36.36% have two personnel; five or 45.45% have one personnel.

Based on unstructured interview, only the campuses San Isidro Campus, Atate Campus, and Gabaldon have existing coordinators. Only the Coordinator in San Isidro has the designation and the other is just assigned by the Account and Relation Officer. There were no coordinators for Sumacab and Gen. Tinio Campus since IGP is centralized by CBAO, the Dean acts as coordinator. Deans in Sumacab Campus and Gen. Tinio Campus instructed their faculty to coordinate with the marketing center for the uniforms needed by their students.

The University considers the number of students in establishing the marketing centers. Since the Gen. Tinio and Sumacab Campus are the campuses which have the highest number of students therefore the marketing center was established both in Sumacab and Gen. Tinio Campus. On the other hand the Campus which has lesser number of students like San Isidro Campus, Atate Campus, Gabaldon Campus the need for an IGP Coordinator can be done by a faculty in charge of PE subjects as well as uniform for students.

In terms of number of person involve, colleges/department with four or more are usually faculties who are involved in book distribution. In the Colleges of Arts and Sciences where books are distributed by area therefore more faculties are involved to handle the distribution in their area with the Dean's approval.

Colleges with two personnel involved in income generating projects are College of Management and Business Technology, San Isidro Campus, Gabaldon Campus, and College Industrial Technology. These Colleges or Campuses have different kinds of projects where the Dean assigned personnel for each project. In the College of Management and Business Technology, one personnel handles the book distribution and another for Direct Selling Activities. Not all of them are IGP Coordinator only one is official designated as IGP Coordinator.

Colleges /Campus with one personnel are the Atate Campus, College of Information and Communication Technology, and College of Education.

The university considers the number of transaction to be handle by a personnel who will be in charge of each IGP Unit. Strategies to be use in order to monitor the progress of IGP transaction depends on College/Campus Deans/Directors. Since the personnel were not given any honorarium or salary for the additional work given, it is a practice to have separate individual to handle each type of IGP to avoid too much burden on the part of the faculty who will handle the book distribution, direct selling, and garments/uniforms of the students.

Table 8: Respondents' Satisfaction on Products and Services

Items	Faculty/Staff		Students		Total Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Durability of the products are highly dependable.	3.12	S	3.14	S	3.13	S
2. Products are made of high quality of materials.	3.11	S	3.06	S	3.09	S
3. Products/services have unique packaging.	3.09	S	3.14	S	3.12	S
4. Products are comparable to existing competitors' product.	3.51	HS	3.12	S	3.32	HS
5. Products are produced neatly.	3.19	S	3.21	S	3.2	S
6. Products have undergone quality control.	3.10	S	3.11	S	3.11	S
7. Products appetizing to customers.	3.07	S	3.03	S	3.05	S
8. Products do not have defects.	3.08	S	3.05	S	3.07	S
9. Assist customer's need immediately.	3.09	S	3.06	S	3.08	S
10. Delivers product on time.	3.06	S	3.03	S	3.05	S
11. Personnel show politeness and readiness in attending customer's need.	3.20	S	3.08	S	3.14	S
12. Personnel accepts complaints of customers.	3.07	S	3.09	S	3.08	S
13. Services offered are high of quality.	3.09	S	3.06	S	3.08	S
14. Products are properly labeled.	3.02	S	3.17	S	3.095	S
15. Products have warranties.	3.05	S	3.09	S	3.07	S
Average Weighted Mean	3.12	S	3.10	S	3.11	S

Legend: 4-Highly Satisfied (HS),
 3- Satisfied (S),
 2- Fairly Satisfied (FS),
 1-NotSatisfied (NS)

Table 8 shows the satisfaction level of faculty, staff and students on products and services. It can be seen that item 4 "products are comparable to existing competitors' products" with a weighted mean of 3.51 meaning "highly satisfied". For the students satisfaction it can be seen that item 5 "products are produced neatly" with a weighted mean of 3.21 which means "satisfied". The total weighted mean column show that item 4 "products are comparable to existing competitors' products" with a weighted mean of 3.32 meaning "highly satisfied".

Products produce and being sold to the faculty/staff and students are competitive. Products such that the newly created products are not dominated by the products in the existing market usually refer to as competitive products (Wan, Q.; 2009). The satisfaction and loyalty is expected to be dependent on the quality of the product and services (Jahanshah, A.; 2011). This means that the products being produce by University has quality to become competitive in the market and achieved customer satisfaction.

Table 9: Respondents' Satisfaction on Price

Items	Faculty/Staff		Students		Total Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Offered at a lower price.	3.12	S	3.24	S	3.18	S
2. Reasonable pricing.	3.15	S	3.22	S	3.19	S
3. Offered at a higher price.	2.95	S	2.97	S	2.96	S
4. Discounts are provided for bulk orders.	3.16	S	3.20	S	3.18	S
5. Credits terms availability.	3.12	S	3.11	S	3.12	S
Average Weighted Mean	3.10	S	3.15	S	3.13	S

Table 10: Respondents' Satisfaction on the Promotion

Item	Faculty/Staff		Students		Total Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Banners are place inside the campus.	3.14	S	3.36	HS	3.25	HS
2. Gives discounts per order.	2.99	S	3.25	HS	3.12	S
3. Promotion provides clear information.	3.04	S	3.24	S	3.14	S
4. Selling products at the marketing center.	3.27	HS	3.28	HS	3.275	HS
5. Medium of advertising the products (use of tri media, internet, billboards etc.)	3.06	S	3.20	S	3.13	S
6. Types of sales promotion (giving free taste, freebies etc.)	3.24	S	3.24	S	3.24	S
Average Weighted Mean	3.10	S	3.15	S	3.13	S

Table 11: Respondents' Satisfaction on the Facilities of Income Generating Projects

Items	Faculty/Staff		Students		Total Weighted Mean	
	WM	VI	WM	VI	WM	VI
1. Equipments are properly maintained.	3.14	S	3.35	HS	3.245	S
2. Buildings are easy to locate.	3.20	S	3.34	HS	3.27	HS
3. Equipments have modern design.	3.13	S	3.28	HS	3.205	S
4. Buildings are well ventilated.	3.18	S	3.21	S	3.195	S
5. Water supply is clean.	3.24	S	3.21	S	3.225	S
6. Drainage systems are functioning well.	3.27	HS	3.34	HS	3.305	HS

7.	Fully furnished facilities.	3.23	S	3.28	HS	3.255	HS
8.	Secured facilities.	3.24	S	3.21	S	3.225	S
9.	Repairs and maintenance are offered for free.	3.24	S	3.21	S	3.225	S
10.	Buildings are hazard free.	3.24	S	3.28	HS	3.26	HS
	Average Weighted Mean	3.21	S	3.27	HS	3.24	S

Legend: 4-Highly Satisfied (HS),
 4- Satisfied (S),
 3- Fairly Satisfied (FS),
 1-NotSatisfied (NS)

Table 9 shows price satisfaction of customer on the products of income generating projects. It can be seen on the table, for the faculty's and staff's satisfaction item 4 "discounts are provided for bulk orders" with a weighted mean of 3.16 which means "satisfied" while students' satisfaction shows that item 1 "offered at a lower price" got the weighted mean of 3.24 which means "satisfied". Total weighted mean column shows that item 2 "reasonable price" got the highest weighted mean of 3.19 which means "satisfied".

Based on the table, clientele were satisfied on the price of the IGP products. The customer price can be the only reason for buying the product (Hustic, I. et. al; 2015). Since the products are locally produce the IGP Center can offer it on a lower price because lesser cost of inputs like materials are ordered in bulk which has discounts and the labor cost are also minimum. Faculties were given discounts for bulk orders like t shirt, credit terms are also offered to them on items/goods like grocery. Students were given also in credit terms but it depends on the willingness of the faculty to give credits terms on books.

Table 10 shows the satisfaction level of faculty, staff and students on promoting the product. As gleaned on the table, it can be seen in faculty's and staff's revealed that item 4 "selling the products on marketing center" got the highest weighted mean of 3.27 meaning "highly satisfied" while student's satisfaction shows that item 1 "banners are place inside the campus" got the highest weighted mean of 3.36 which means "highly satisfied". The last column shows that item 4 "selling the products at the marketing center" got the highest weighted mean which means "highly satisfied".

The University promotes their products in different means. It has been a practice all products to be sold are displayed in the marketing center. The marketing center serves as a one stop shop for easy access of the faculty and students who need uniforms, grocery items, souvenir, books etc. Promotion of the products is not a problem because students and faculty/ staff are the main consumers of the different products sold. Promotion of the products done by putting banners inside the campus and inform the different campus directors/deans about the new products available at the marketing center.

Table 11 shows the satisfaction level of faculty, staff and students on facilities. As seen on the table, for the faculty and staff item 6 "drainage systems are functioning well" got the highest weighted mean of 3.27 meaning "highly satisfied". Student satisfaction show that item 1 "equipment are properly maintained" got the highest weighted mean of 3.35 meaning "highly satisfied". Total weighted mean shows

that item 6 "building are easy to locate" got the highest weighted mean of 3.31 meaning "highly satisfied".

Facilities used in IGP were well maintained. The only way to avoid this huge amount of loss that usually lead to accompanies equipment breakdown or failure is to adopting proper equipment maintenance management strategy (Kamble, Y. G. et. al 2016). Based on the unstructured interview maintenance of different buildings as well as periodic maintenance of equipment are done by the General Services Department. Equipment's are more manually operated because they still use the old machine which is still functioning. The total number of production can still be supplied and produced by the current machine used in production. Location decisions play an integral part of the strategic planning process of every organization. Geographical location can negatively influence the survival of the business which will ultimately have either a positive or negative effect on business performance (Bernard, S. et al.2011). There are new buildings established like the hostel, canteen, dormitory and marketing centers. The building used in the production of uniforms the old building located at Gen. Tinio Campus in the College of Industrial Technology and all these building are located strategically inside the campus.

6. Conclusion

Based on the results of the analysis, the researcher concluded that majority of the IGP Personnel of the University were Deans and Directors and IGP Coordinator; the campus where the Deans /Directors/IGP Coordinator stayed was Sumacab campus, the department/college where the Deans/Directors/IGP assigned were other campuses, the designation were non teaching for IGP officials and faculty for Dean/Directors/IGP Coordinator, have had 4 years or more experience for both IGP official and Deans/Directors/ IGP Coordinator.

One of the respondents was involved in animal production, rice production for horticulture, baked products and processed meat for consumable goods production, in terms of non-consumable products; most of the campuses were involved in selling uniform to students and in book distribution. In terms of services majority of the campus did not have services as IGP. Most of the IGP had been operating for almost more than five years and most of the campus had no coordinator for income generating projects.

Most of the respondents were "highly satisfied" with the products, promotion, and facilities and were "satisfied" with price.

The study reveals that the income generating projects of the University is sustainable. The different Campus have their own capability to become productive and become contributory to increase the income generating projects in their campus as well as to the University Income. To ensure proper monitoring and management of the income generating projects, the administration should take the following recommendations:

- 1) The study must be replicated to validate the findings and come up with more accurate descriptions and assessment of different existing IGP Projects in each campus which will serve as inputs to the planning and decision making of the IGP head and Officials;
- 2) Establishment of marketing center in each campus which will serve as one stop shop were all IGP products will be delivered displayed and distributed;
- 3) Information about IGP Projects should be disseminated to all University personnel to fully understand what is IGP and its importance and role to the University;
- 4) Benefits, such as incentives should be given to personnel involved in the IGP operations to continuously motivate them to become more productive;
- 5) Agricultural projects should also support the forth function which is production and not limited only to research and instructions; and
- 6) Financial report on IGP projects should be discussed in each Campus in their year end meeting to be transparent and motivate other faculty and staff to support the IGP projects.

7. Future Scope

The study about the different income generating projects of the Nueva Ecija University of Science and Technology is very timely with the permission from Commission on Higher Education to boost the income generating projects to support their operations. This research will help them evaluate the existing policies and regulation regarding their own income generating projects; strengthen their research and development; identify some other benefits and use of income generating projects, and lastly, develop strategies in identifying, funding and implementation of income generating projects. This study focused on the different satellite campus of the University. Future research may use this research as basis to conduct much broader topics on income generating projects.

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