

CUSTOMS ADMINISTRATION AS A DEGREE PROGRAM IN HIGHER EDUCATION INSTITUTIONS (HEIs): AN ASSESSMENT

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Abstract

This study primarily aims to know the enrolment trend in Customs Administrations as a degree program among the three Higher Education Institutions in Batangas City. The objectives of this study were to find out the enrolment of the concerned schools in Customs Administration for the past three years, to determine comparatively if the enrolment is increasing or decreasing in each of the institutions, namely: Lyceum of the Philippines University-Batangas, Batangas State University and Westmead International School, to identify the factors affecting the enrolment of Customs Administration program as perceived by each institutions, to ascertain if there is a significant difference on the factors affecting the enrolment when grouped according to institution and to propose an action plan to enhance the marketing program of each institution in order to make the program viable. The present study used both documentary research and library technique. A self-made questionnaire was used as the main basis in the conduct of the study with 150 Customs Administration students from schools concerned. Thus, study brought about relevant factors concerning the trend of enrolment in schools concerned. There is a significant difference between the factors that affects the enrolment of the institutions. Based on the result of the study, a proposed action plan to enhance the enrolment performance of customs administration students as inputs to curriculum enrichment of the institutions is offered.

Keywords: *Customs Administration, Enrolment Trend, Factors Affecting*

1. Introduction

About 1, 250 institutions provide higher education in the Philippines: 98 State Universities and Colleges (SUCs); 105 CHED-supervised institutions; 35 local universities and colleges; 14 other government schools; 1, 030 core of the entire Philippine education system. It is responsible for the development of high level professions that could provide leadership for the nation. Likewise, higher education should be used to harness the productive capacity of the country's human resource base towards international competitiveness (CHED, 1996).

Evidently, with increasing number of higher education institutions and expanding enrolments, the challenge of globalization to the education sector is upon its amidst and is there to stay. Hence, it is imperative for the national government to rationalize functions and objectives of higher education in the Philippines. Today, HEI has three main functions in the following education endeavor: (1) instruction, (2) research, and (3) extension (CHED, 1996).

In view of the fluctuating rates of enrollees in Bachelor of Science in Customs Administration (BSCA) as a degree program in Higher Education Institutions (HEIs) in Batangas City, the researchers find it fitting to know the reason behind this. Is it because these students foresee the demand for Customs Brokers in coming years? There are still many reasons for the trend in enrolment of aspiring Customs Brokers as well as the population growth in those schools and this is what the researchers are going to record through interviews, gathering of facts and even going through school records.

The group decided to pursue this study to know the current enrolment trend of BSCA program and the viability of this program as perceived by each of the institutions for future use.

Objectives of the Study

This study aims to assess the enrolment trend of Customs Administration as a degree program in Higher Education Institutions in Batangas City.

More specifically, it aims to answer the following objectives: Present the comparative enrolment in each of the institutions, namely: Lyceum of the Philippines University-Batangas, Batangas State University and Westmead International School; identify the factors affecting the enrolment of Customs Administration program as perceived by each institution; test if there is a significant difference on the factors affecting the enrolment when grouped according to institution; and propose an action plan to enhance the enrolment performance of the institution.

2. Customs Administration Curriculum and Instruction

Customs Administration is the study of the administration of customs operations and brokerage. It includes coverage of international trade practice more particularly in their import and export industry. The re-engineering of the Customs Administration curriculum addresses the Philippines commitment to the World Trade Organization (WTO). This will form part of the reform measures to accelerate export growth and economic development through trade facilitation. In accordance with the pertinent provision of Republic Act No. 7722, otherwise known as "Higher Education Act of 1994" and for the purpose of rationalizing the undergraduate Customs Administration education in the country with the end view of keeping pace with the demand for global competitiveness, the rules and guidelines are hereby adopted and promulgated by the Commission on Higher Education (CHED) under Memorandum Order No. 11.

The Program Bachelor of Science in Customs Administration aims to prepare individuals to meet the requirement of professional customs brokers in the Philippines. It seeks to develop customs brokers who are competent and knowledgeable in the import and export operations. After completion of the program and passing the licensure examination, the graduates can pursue a career in Customs brokerage and related profession (CHED Memorandum Order No. 11)

The BSCA will prepare individuals to meet the requirements of professional customs brokers in the Philippines. It also aims to develop customs brokers who are competent and knowledgeable of the job that they are going to deal with.

Republic Act No. 9820 declared the policy of the State to give priority, attention and support to professionalizing the practice of customs brokers' profession in the Philippines which will be beneficial to the country in general and to the economy in particular. Pursuant to the national policy, the government shall provide to set up a climate conducive to the practice of the profession and maximize the capability and potential of our Filipino customs brokers.

In this era of modern technology and the rapid increasing number of unemployment due to labor and the demand for more effective customs administration and swift processing in the international trade, it is the role of the higher educational institution to address the needs for qualified and competent customs brokers that will meet the skill requirement and expertise needed by the job. Most of the graduates are in brokerage firms, freight forwarding companies, banks, import and export firms, private companies, schools and even government agencies including Bureau of Customs, Tariff Commission, Philippine Ports Authority, Philippine Economic Zone Authority and other related government agencies (Regalario, 2009).

In order to receive a degree, the students will be required to complete the total of 138 units. As to instruction, faculty members who are handling customs administration courses are all licensed customs brokers as required by CHED Memorandum Order No. 27, Series of 2001. They are experienced and dedicated professionals who are aware of the latest trends. They will explain how the government laws and regulations affect customs brokers' profession and teach them how to prepare for the new market place. They will assist the students in developing their expertise and technological tools they will need to success whether their goal is to practice the customs brokers' profession or to act as consultants on matters relating to tariff and customs laws, rules and regulation and whether they aim to work in private enterprises such as shipping lines, import and export firms, freight forwarding, the public sectors and if they will be establishing their own business or brokerage firms (CMO, 2005).

3. Factors Affecting the Enrolment

Education plays a major role in the future economic success and well-being of an individual. Therefore, parents and educators are often concerned when students leave school. However, schools are also often worried about losing funding during periods of low

enrollment, especially when a large number of students attend alternative schools or move out of the area.

Some personal factors affect the trend of enrolment. One is lower birth rates influence school enrollment. When the general area has fewer children in general, the schools have enrollment shortages that can lead to decreased funding and teacher layoffs. Population affects the enrollment rates. Areas that have people moving away will have lower school enrollments. Also, if no one is moving into the school district, lower birth rates in general can gradually decrease school enrollments. These problems are frequent in rural areas and exacerbate the already limited funding that these schools receive.

Moreover, some parents choose to send their children to private schools. Other parents choose to home school their children. These decisions are often made because the parents are not satisfied with the academic curriculum provided by the public schools, so they decrease the public school enrollment rates by pulling their children out.

However, much research has been conducted on family-based influences and the impact they have on a student's decision to attend university. Research demonstrates that variables with the greatest impact on university participation rates are: household income, parental education and the student's high school grades.

Studies conducted on the relationship between family income and access to university education concludes that there is a strong link between these two factors.

The varying size, wealth, and setting, architecture of institutions lead to wide differences in campuses. Certain facilities however, such as administrative offices, classroom, laboratories, libraries, student unions, dining hall, bookstores, auditoriums, and dormitories are usually apart of any educational institution (Encyclopedia Americana, Vol. 7, p. 246).

Extra-curricular activities are also considered when some students look for school. Student activities outside the regular work of the curriculum are a traditional part of the college life. These activities are recognized as a valuable part of the student's educational growth, but most students find the demands of their academic work to make it necessary to limit themselves to or three organized activities. Participation of students in such activities affects his personality and provides a proper balance to his day to day routine. Being athletic is only one of the many possible activities. Student may also work as the staff of the school newspaper and magazine (Encyclopedia Americana, Vol. 8, p. 250).

Moreover, one great factor is faculty members or roster of teaching staff. All who seek to be teachers must have college training and certificates and the minimum requirement for certification involves a bachelor's degree. The college teacher is required to be a specialist in the area he teaches. Typically, he starts as an instructor and works through the successive ranks of assistant professor, associate professor, and professor. He may also hold the post of department chairman or dean. Promotion depends on his excellence in his subject area as demonstrated by teaching and research and publication of

books and articles. That is why a master's degree is needed as a minimum entering credential. It contributes in the continuing improvement of the teaching profession in every colleges; it is an attraction to incoming freshman students to enroll in that college to avail of such enriching opportunity. Rewarding careers exist, and the number has increased considerable in the field of educational media. This include preparation and use of audio visual materials such as films and tapes; development of published aids, including textbooks; and writing producing and teaching for educational television. This provides wider learning facilities to college students; a concrete means of developing or improving proficiency in his chosen field.

If properly used, many of the instructors believe students evaluation of courses and faculty will serve as a stimulus for improvement of teaching.

A certain faculty agrees that any valid criteria for teachers of success ultimately with the product of the teaching effort after the student have departed from the teacher's classroom. Thus, it is not the performance of the students while in the classroom which is important but rather the behavior after the classroom relationship has ended.

One good reason to study is having a conducive and a well-equipped library. Students will find learning more exciting and challenging when they see a library with its available books for study. Many regard the library as the most important influence in the intellectual climate of an institution. Since it is the largest and most complicated peace of educational equipment, students are discouraged by its complexities. Books provide the union of understanding that links the generation; makes it possible to share human experiences down through times and cast one visual of life. Forward into a future it shall not see. And again the library is the essential instrument forgiving reality to the potential of books for immortality (Encyclopedia Americana, Vol. 17, p. 307).

Scholarships and students' loan are another attraction to incoming college student. The expense of higher education is an obstacle to many young men and women who have the intellectual and educational qualification for college work. On the other hand, increasing number go to college, many by selecting the less costly institutions and many by getting financial aid. Many students fill the gap between their resources and the cost of college by getting financial aid in the forms of loans, jobs or scholarship. The most significant development in financial aid to college students is the increase in loan funds. Students have been encouraged to believe that borrowing to attend college is a sound investment in their future. They are even offered a number of on-campus jobs like working as assistants to faculty members, as library assistants, or as buildings and ground employees.

4. Conceptual Paradigm

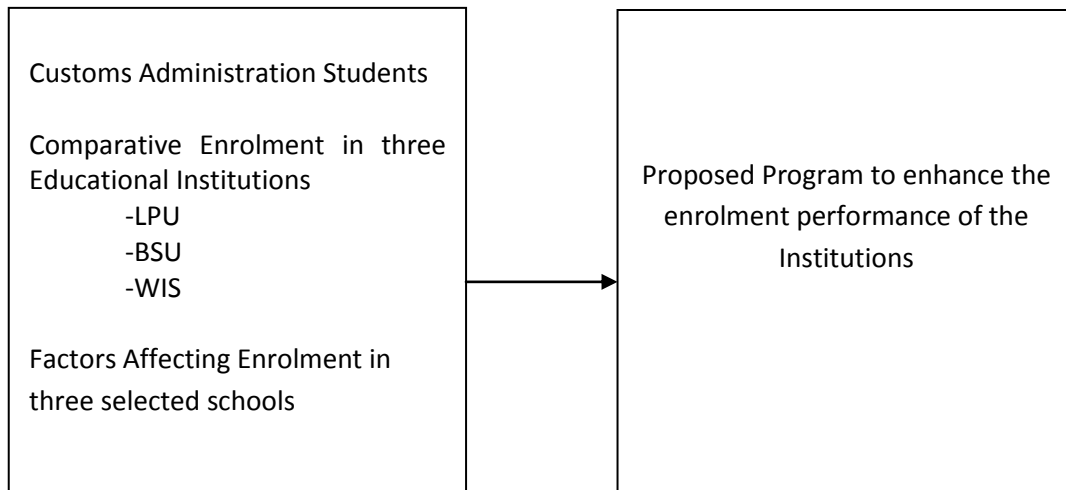


Figure 1. The enrolment in Customs Administration as a degree program in Higher Education Institutions (HEIs) in Batangas City: An Assessment

5. Method

The study made use of the descriptive method of research since its intent is to describe the condition or situation arising at the time the study was conducted. According to Tejero (2006), descriptive research is to provide an accurate description of a situation or of an association between variables from which one can then make some statements about a certain group or population.

5.1 Participants

The researchers utilized 150 respondents who are enrolled in BSCA program this school year 2011-2012; 58 from Batangas State University (BSU), 43 from Westmead International School (WIS) and 49 respondents from Lyceum of the Philippines University (LPU). The researchers targeted 10 per cent of their enrollees but the questionnaires that are distributed were not all retrieved.

5.2 Instrument

To obtain relevant information from the respondents, questionnaire was patterned from Azumbrado, Cynthia C., et al entitled "A Tracer Study of Bachelor of Science in Business and Computer Management: Basis for Program Development". All the question items were constructed in English since all the respondents belong to higher institutions. The researchers assured that the questions are suitable in the study and also, the researchers are confident that the respondents are literate enough to answer the entire questions made also employed document analysis and interview

6. Results and Discussions

Table 1
Frequency Distribution of the Respondents
N=150

Sex	f	%
Male	37	24.7
Female	113	75.3
Year Level		
First Year	48	32.0
Second Year	43	28.6
Third Year	52	34.7
Fourth Year	7	4.7
School		
Batangas State University	58	38.7
Westmead International School	43	28.7
Lyceum of the Philippines		
University-Batangas	49	32.6

Table 1 shows the frequency distribution of the respondent's profile variables. Majority of the respondents are female with the frequency of 113 or 75.3 % and only 37 or 24.7% are male. According to David R. Francis, *"Women earned 45.1 percent of bachelor's degrees in business in 1984-5 and 50 percent by 2001-2, up from only 9.1 percent in 1970-1." This statement shows that young women's expectations of their future labor force participation changed radically. Rather than follow in their mothers' footsteps, they aimed to have careers, not just jobs. These careers were often outside of the traditionally female occupations for women (<http://www.nber.org/digest/jan07/w12139.html>).*

Further, the gender distribution across the major fields of study at the undergraduate level has remained virtually unchanged since 2000. So, while men are still outnumbered two-to-one in social science and life science disciplines, they are no longer losing ground (AUCC, 2007).

Another thing is that girls have better odds of attending school than boys. Working children, especially males, are less likely to attend secondary school. On the basis of these results, recommendations in the areas of policy and programs are discussed to help address further deterioration, reverse the declining trend, and/or sustain gains so far in improving basic education system performance outcomes (Maligalig, 2010).

Moreover, majority of the respondents are third year students with frequency of 52 or 34.7%, and the first, second and fourth year levels having frequency of 48 or 32.0%, 43 or 28.7% and 7 or 4.7%, respectively. Based on the figures in the succeeding paragraphs,

most number of enrollees came from the third year students (SY 2011-2012) in all the schools concerned.

Further, the most number of respondents come from Batangas State University (BSU) with frequency of 58 or 38.7%, Lyceum of the Philippines University- Batangas (LPU-B) with frequency of 49 or 32.7% and Westmead International School (WIS) with 43 or 28.7%. During the distribution of the questionnaires, BSU provided the complete year level of students who complied to answer the instruments.



Figure 1.1 Enrolment in Batangas State University for AY 2008-2011.

The figure clearly shows that in this institution, their enrolment is increasing as experienced in three consecutive years. According to the respondents, they have chosen this school primarily because of the affordability in their tuition fee.

Analysis of individual, school, and quality of education outcomes showed that although school resources such as pupil-teacher ratio is a key determinant for both individual and school outcomes, and that per capita, miscellaneous, operating and other expenses are significant factors in determining quality of education outcome, socioeconomic characteristics are stronger determinants. Children of families in the lower-income deciles and with less educated household heads are vulnerable and less likely to attend school (Maligalig, et al., 2010).

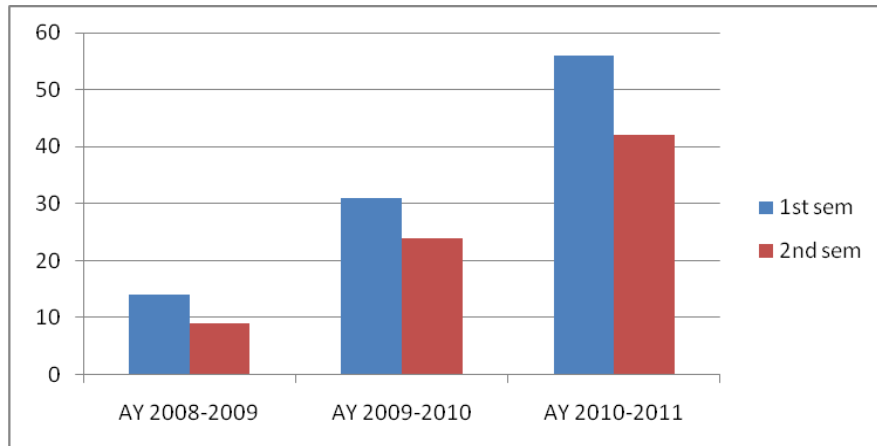


Figure 1.2 Enrolment enrollees of Westmead International School for AY 2008-2011.

Westmead International School started offering the Customs administration course in year 2008. The illustration displays the fact that their institution is increasing in the number of their enrollees since the program was offered.

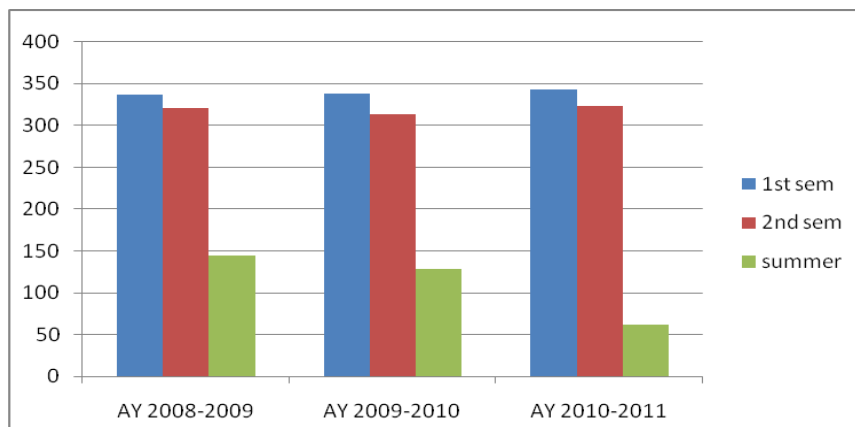


Figure 1.3 Enrolment in Lyceum of the Philippines University for AY 2008-2011 is shown.

From the given illustration, there is a decrease in the number of enrollees during summer. According to the Registrar's Office, the decline of the enrollees is because of the change in the curriculum of the Customs Administration for SY 2009-2010.

On the said curriculum, new enrollees will not experience summer classes for their minor subject.

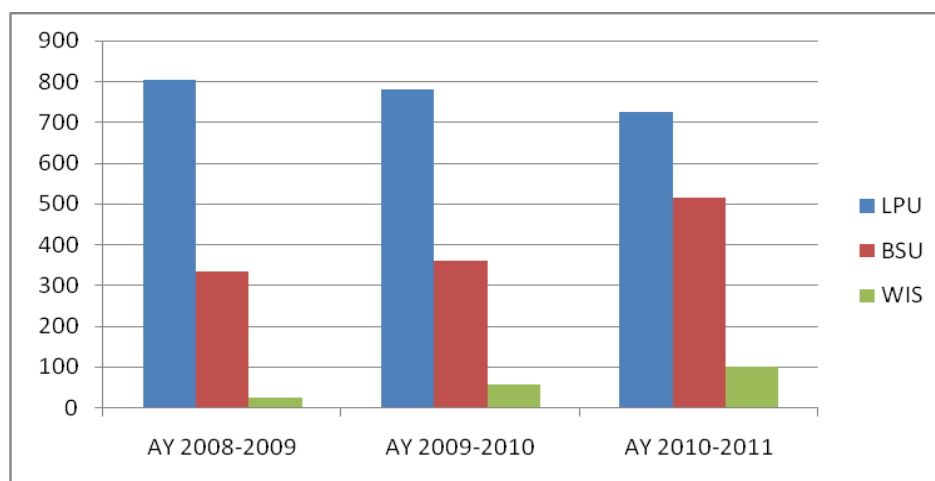


Figure 2 shows the comparative enrolment rate of selected schools in the study. As seen from the figure, LPU has decreased its enrollees for the past three years. In an interview, students have stopped schooling primarily because of problems arising financially, and due to the latest issues concerning the youths of today.

On the other hand, BSU and WIS have displayed the increase of enrollees since AY 2008.

One reason why enrolment decreases is that of higher tuition fees. Some parents are not capable of supporting the financial needs of their children because they are jobless and mostly, they are suffering from economic slumps (Ng, 1992).

In addition, with a poor family's severely limited resources, education tends to be less prioritized over more basic needs such as food and shelter. Hence, the chances of the family to move out of poverty are unlikely. It is therefore, important that the poor be given equitable access to education (Maligalig, 2010).

Table 2.1
Weighted Mean Distribution on Factors Affecting the Enrolment as per Institutions
N=150

Personal Factors of the respondents	BSU		WIS		LPU		Schools	
	WM	VI R	WM	VI R	WM	VI R	GM	VI R
1. Monthly Family Income	2.83	R 7	1.76	SR 8	3.42	R 1	2.67	R 7
2. High School Average	2.86	R 6	2.51	R 5	3.29	R 2	2.89	R 4
3. Reason for choosing the program								
Family Related	2.88	R 4.5	2.74	R 3	3.16	R 4	2.93	R 3
Friends' Influence	2.55	R 8	2.67	R 4	2.51	R 8	2.58	R 8
Personal choice	3.10	R 1	2.40	R 7	3.06	R 7	2.85	R 6

4. Affordability of the program	2.88 R 4.5	3.19 R 1	3.14 R 5	3.07 R 1
5. Location of the school	2.90 R 3	2.91 R 2	3.12 R 6	2.98 R 2
6. Tuition fee and other fees of the program	2.93 R 2	2.44 R 6	3.24 R 3	2.87 R 5
Composite Mean Relevant	3.29 Relevant	2.66 Relevant	4.16 Relevant	3.37 Relevant

Table 2.1 shows the weighted mean distribution on factors affecting the enrolment in customs administration program as perceived by each of the selected institutions. Respondents from Batangas State University rated the personal factor as relevant with an overall mean of 3.29. They claimed that they personally have chosen the program with a weighted mean value of 3.10. Second is that they consider the tuition fees and other fees of the course ($x=2.93$). Third in the rank is the location of the school with a mean value of 2.90. Next in the rank is the affordability of the program and choosing the course through family relation ($x=2.88$). Moreover, high school average, monthly income and friend's influence is also a factor which obtained mean values of 2.86, 2.83 and 2.55, respectively.

Further, Westmead International School overall rated the personal factor as relevant with an overall weighted mean of 2.66. First on the list is the affordability of the program which has obtained $x=3.19$. Next in the rank is the location of the school with mean value of 2.91. It was followed by family related and friend's influence with values of 2.73 and 2.67, respectively. Fifth and sixth are high school average and tuition fees of the program ($x=2.51$ and $x=2.44$, respectively). Last two on the rank are personal choice and monthly family income with mean values of 2.40 and 1.76.

On the other hand, Lyceum of the Philippines University obtained an overall weighted mean of 4.16 and rated it as relevant. They have ranked first the monthly family income with a mean value of 3.42. It was followed by high school average, tuition fees and other fees of the program, family related, affordability of the program, location of the school, personal choice and friend's influence being a factor for the increase and/or decrease of enrolment with mean values of 3.29, 3.24, 3.16, 3.14, 3.12, 3.06, 2.51, respectively.

Lastly, all of the schools rated the personal factor as relevant with an overall mean of 3.37. They have claimed that it is the affordability of the program which has greatly affected their enrolment ($x=3.07$). Next is the location of the school ($x=2.98$) and family related ($x=2.93$). Fourth and fifth in the rank are high school average and tuition fees and other fees of the program with mean values of 2.89 and 2.87, respectively. It was immediately followed by personal choice ($x=2.85$), monthly income ($x=2.67$), and friend's influence ($x=2.58$).

According to the respondents, they did not choose a course not just only because of the quality education they can get but also if the program is affordable; knowing the

economic status of the people today, enrolment in a four-year course will mean a lot of expenses.

In the study conducted by Dr. Ndubuisi Ekekwe, for schools in most developing economies, tuition is also rising and unemployment is also high since the rate of job creation lags the graduation rates. But for most of them, there is no problem of debt since education is mostly pay-as-you-go and there is minimal option of government or bank loan. Yet, they are concerned over quality and affordability since the generation that studied about fifty years ago received better education at lower cost, if any, than what they get today, especially in primary education (<http://www.nber.org/digest/jan07/w12139.html>).

Table 2.2
Weighted Mean Distribution on Factors Affecting the Enrolment as per Institutions
N=150

School related	BSU	WIS	LPU	Schools
	WM VI R	WM VI R	WM VI R	GM VI R
1. Personal and Social Traits of Teachers				
a. Behave in a dignified and professional manner	3.90 R 1	3.58 SR 1	3.49 R 1	3.66 R 1
b. Awareness of Institutional Values	3.19 R 3.5	3.44 R 2	3.39 R 3.5	3.34 R 2
c. Fair and impartial to students	3.19 R 3.5	3.35 R 3	3.39 R 3.5	3.31 R 4
d. Could express themselves fluently and spontaneously	3.09 R 5	3.28 R 4	3.33 R 5	3.23 R 5
e. Show genuine interest in the students; award deserving students	3.33 R 2	3.19 R 5	3.43 R 2	3.32 R 3
Composite Mean Relevant	3.31 Relevant	3.35 Relevant	3.40 Relevant	3.35

Table 2.2 revealed that the respondents from BSU rated the Faculty's personal and social traits as relevant ($x=3.31$) being a factor for the enrolment of students. First in the rank, teachers behavior in a dignified and professional manners ($x=3.90$). Next in the rank is the faculty who are showing genuine interest in students; and those who are awarding deserving students ($x=3.33$). This was followed by the awareness of the institutional values and being fair and impartial to students ($x=3.19$). Last is how they express themselves fluently and spontaneously with a weighted mean of 3.09.

For respondents from WIS, they have rated this factor as relevant obtaining weighted mean of 3.35. First is that the faculty behaved in a dignified and social manner ($x=3.58$). Awareness of institutional values ($x=3.44$) and being fair and impartial to

students ($x=3.35$) was next. Last two in this rank are how they could express themselves fluently and spontaneously and showed genuine interest in the students; award deserving students with mean values of 3.28 and 3.19, respectively.

LPU rated the personal and social traits of teachers as relevant with overall mean value of 3.40. They first rated the faculty's behavior in a dignified and social manner ($x=3.49$). It was immediately followed by the teacher's showing of genuine interest in the students; award deserving students with mean value of 3.43. Next are awareness of institutional values and being fair and impartial to students ($x=3.39$). Fifth in the rank is how could the teachers express themselves fluently and spontaneously ($x=3.33$).

Furthermore, all of the participating institutions overall rated this factor as relevant with a weighted mean value of 3.35. First in the rank is how the teachers behave in a dignified and social manner ($x=3.66$). Next is the awareness of institutional values ($x=3.34$) and how the show genuine interest in the students; awards deserving students ($x=3.32$). Fourth and fifth, being fair and impartial to students and could express themselves fluently and spontaneously with mean values of 3.31 and 3.23, respectively.

This means that the students appreciated the personality and social traits of the faculty and think that this had also helped in their quest for academic excellence. The first 2 in rank means that the members of the faculty treat their students well and it is important to the students being awarded if they deserved it. The students believed that this is one way to inspire students in studying well.

In a lecture delivered by Dr. Esmenia R. Javier, Executive Vice President for Academic and Research of LPU Batangas entitled, "Solidifying Values towards Responsible Teaching", she emphasized that the teachers can find satisfaction in the teaching job if they adhere to the code of ethics and conduct usually associated with professionalism.

Table 2.3
Weighted Mean Distribution on Factors Affecting the Enrolment as per Institutions
N=150

School related	BSU	WIS	LPU	Schools
	WM VI R	WM VI R	WM VI R	GM VI R
2. Instructional Competencies of Teachers				
a. Have mastery of the subject	3.22 R 6	3.32 R 4	3.51 VR 3	3.35 R 3.5
b. Show good command of the medium of instruction	3.36 R 3	3.47 R 1	3.53 VR 1.5	3.45 R 2
c. Make use of various teaching aids	3.16 R 7.5	3.23 R 5	3.41 R 6.5	3.27 R 8
d. Present lessons using appropriate methods/ techniques	3.29 R 4	3.07 R 8	3.41 R 6.5	3.26 R 7.5
e. Associates subject to other fields and other life situations	3.16 R 7.5	3.12 R 7	3.49 R 4	3.26 R 7.5
f. Inspire students to be self-reliant and disciplined	3.43 R 1	3.16 R 6	3.45 R 5	3.35 R 3.5
g. Show respect and consideration to students' opinion and suggestions	3.40 R 2	3.44 R 2	3.53 R 1.5	3.46 R 1
h. Make accurate and objective evaluation of students; performance	3.24 R 5	3.40 R 3	3.39 R 8	3.34 R 5
Composite Mean	3.17 Relevant	3.30 Relevant	3.46 Relevant	3.31
Relevant				

Table 2.3 showed that BSCA students from BSU rated the instructional competencies of teachers as a relevant factor for the study ($x=3.17$). They have chosen first the teachers who inspires students to be self-reliant and disciplined ($x=3.43$). Next in the rank is showing respect and consideration of students' opinion and suggestion ($x=3.40$). Third and fourth, showing good command of the medium of instruction ($x=3.36$) and present lesson using appropriate methods/ techniques ($x=3.29$). Fifth and sixth, make accurate and objective evaluation of students' performance ($x=3.24$) and having mastery of the subject

($x=3.22$). Lastly, making use of various teaching aids and associate subject to other life situations ($x=3.16$).

WIS rated these factors as relevant which obtained a weighted mean value of 3.30. As shown on the table, first is of showing good command of the medium of instruction ($x=3.47$). Second and third, show respect and consideration of students' opinion and suggestions ($x=3.44$) and make accurate and objective evaluation of students' performance ($x=3.40$). More so, having mastery of the subject, make use of various teaching aids and inspires students to be self-reliant and disciplined being fourth, fifth and sixth in the rank gained mean values of 3.32, 3.23, and 3.16, respectively. Seventh and eighth, associate subject to other fields and other life situations ($x=3.12$) and present lessons using appropriate methods and techniques ($x=3.07$).

In addition, LPU obtained a weighted mean of 3.46 and rated these factors as relevant. First two in the rank which obtained a mean value of 3.53 are showing good command of the medium of instruction and show respect and consideration to students' opinion and suggestions. Next is having mastery of the subject matter ($x=3.51$). It was followed by associating subject to other fields and other life situation ($x=3.49$) and inspires students to be self-reliant and disciplined ($x=3.45$). Making use of various teaching aids and present lessons using appropriate methods/techniques obtained 3.41. And making accurate and objective evaluation of students' performance gained mean value of 3.39.

For all the institutions concerned, they have rated the instructional competencies of teachers as relevant with an overall weighted mean of 3.31. Showing respect and consideration of students' opinions and suggestions and showing good command of the medium of instruction obtained the highest mean value of 3.46 and 3.45, respectively, on the rank.

On instructional competencies, the respondents rated this way which means professors possess good teaching skills that is helpful enough to make the students knowledgeable and become globally competitive. Moreover, respondents believe that a good way to learn is to be inspired by the instructors to be self-reliant knowing that they will be entering bigger competitions outside college, as well as showing respect and consideration to students' opinions and suggestions for more harmonious relationship inside the school.

The result of the study is supported by the lecture given by Dr. Flora V. Javier, Vice President for Students Services, Special Projects and Planning entitled "Enhancing Teachers Attribute and Skills towards Effective and Responsible College Teaching". Her study tackled effective teaching expertise under effective teaching domain, she said that a teacher with expertise demonstrates through master of subject matter, demonstrate matter of how best to organize and present lessons to facilitate learning, relates expertly the subject matter with other cause/disciplined whenever called for makes use of appropriate instructional materials and equipment and be sensitive enough to students' learning, problems or difficulties.

Table 2.4
Weighted Mean Distribution on Factors Affecting the Enrolment as per Institutions
N=150

School related	BSU	WIS	LPU	Schools
	WM VI R	WM VI R	WM VI R	GM VI R
3. Curriculum of the program				
a. The curriculum is updated regularly and is reflective of current developments, trends, and innovations in the specific discipline	3.28 R 3	3.27 R 1	3.41 R 4	3.32 R 2
b. The curriculum is beyond the minimum CHED requirements	3.26 R 4.5	3.19 R 5	3.45 R 3	3.30 R 3
c. The curriculum incorporates innovative approaches to teaching and learning	3.17 R 7	3.16 R 6	3.51 VR 1	3.28 R 4.5
d. The syllabus for each course in the curriculum is updated and reflective of recent trends in both theory and practice	3.34 R 1	3.21 R 3	3.49 R 2	3.35 R 1
e. Teaching methodology is innovative	3.16 R 8	3.14 R 7	3.31 R 8	3.20 R 8
f. Reference materials are current	3.21 R 6	3.21 R 3	3.35 R 6	3.26 R 6
g. There is a timely system of student evaluation in places to provide immediate feedback to the quality of instruction and effectiveness of the course in attaining the stated learning objectives	3.26 R 4.5	3.12 R 8	3.37 R 5	3.25 R 7
h. The major subjects and the curriculum merit the student ratings	3.29 R 2	3.21 R 3	3.33 R 8	3.28 R 4.5
Composite Mean Relevant	3.09 Relevant	3.21 Relevant	3.40 Relevant	3.23 Relevant

As seen from the table, the study reflects that the respondents from BSU rated the curriculum of the program as relevant (x=3.09) overall. First is that the syllabus for each course in the curriculum is updated and reflective of recent trends (x=3.34). Second in the

rank is that the major subjects and the curriculum merit students' ratings ($x=3.29$). Third which obtained $x=3.28$ is the curriculum is updated regularly and is reflective of current developments, trends, and innovations in the specific discipline. It was followed by the curriculum is beyond the minimum CHED requirements and there is a timely system of student evaluation in places to provide immediate feedback to the quality of instruction and effectiveness of the course in attaining the stated learning objectives ($x=3.26$). Further, reference materials are current, the curriculum incorporates innovative approaches to teaching and learning, and teaching methodology is innovative, ranked sixth, seventh and eighth with mean values of 3.21, 3.17 and 3.16, respectively.

In the result for WIS, respondents claimed that the factor is relevant for the conduct of the study which attained an overall weighted mean of 3.21. The result shows that the curriculum is updated regularly and is reflective of current developments, trends, and innovations in the specific discipline being highest on the rank ($x=3.27$). However, the least relevant is that there is a timely system of student evaluation in places to provide immediate feedback to the quality of instruction and effectiveness of the course in attaining the stated learning objectives ($x=3.12$).

Respondents from LPU rated these factors as relevant having mean value of 3.40. They have answered that the curriculum incorporates innovative approaches to teaching and learning affects their enrolment ($x=3.51$). On the other hand, it is the teaching methodology is innovative obtained the least value of mean ($x=3.31$).

Curriculum is the sum of all the learning content, experience and resources that are purposely selected, organized and implemented by the school in pursuit of its peculiar mandate as a distinct institution of learning and human development (Ng, 1992).

In the website <http://route21.p21.org>, it is stated that the relationship between curriculum and instruction is obviously a very close one. Curriculum is essentially a design, or roadmap for learning, and as such focuses on knowledge and skills that are judged important to learn. Instruction is the means by which that learning will be achieved. The choice of instructional strategies is best made on a local level, taking into account the resources, expertise, and learning needs of that particular community of learners. Organizing students in well-structured heterogeneous groups has been shown to have a powerful effect on learning. Such groupings also have the advantage of promoting teamwork, leadership and other life/career skills, while enhancing student academic performance.

Table 2.5
Weighted Mean Distribution on Factors Affecting the Enrolment as per Institutions
N=150

School related	BSU		WIS		LPU		Schools	
	WM	VI R	WM	VI R	WM	VI R	GM	VI R
4. Plants and Facilities								
a. Grounds and Buildings	3.22	R 1	3.18	R 1	3.33	R 6.5	3.24	R 1
b. Provision of wholesome environment for learning	3.03	R 3	2.55	R 4	3.41	R 3	3.00	R 3
c. Classroom, fixtures, ventilation and lights	2.88	R 4	2.77	R 2	3.39	R 4	3.01	R 2
d. Hi-tech equipment such as projectors, slides, etc.	2.86	R 6.5	2.51	R 5	3.47	R 1	2.95	R 5
e. Enough study areas	2.86	R 6.5	2.18	SR 6	3.37	R 5	2.80	R 6
f. Facilities and comfort rooms, drinking fountains, lockers, etc.	2.79	R 7	2.63	R 3	3.45	R 2	2.96	R 4
g. Space for outdoor educational activities: academic, social, physical, athletic, cultural, religious	3.07	R 5	1.98	SR 7	3.33	R 6.5	2.79	R 7
Composite Mean Relevant	3.17 Relevant		2.53 Relevant		3.49 Relevant		3.06 Relevant	

BSCA students from BSU rated plants and facilities as a factor for the study with an overall mean of 3.17. The highest rank with a mean of 3.22 is the grounds and buildings. Next is the space for outdoor educational activities: academic, social physical, athletic, cultural, religious etc. (x=3.07). Third and fourth in the rank is the provision of wholesome environment for learning (x=3.03) and classroom, fixtures, ventilation and lights (x=2.88). This is immediately followed by hi-tech equipment such as projectors, slides, etc. and enough study areas (x=2.86). Lowest in the rank are the facilities and comfort rooms, drinking fountains, lockers, etc. (x=2.79).

Great factor for the increase and decrease of enrolment in WIS is also the grounds and buildings (x=3.18). However, having the least effect is the space for outdoor educational activities: academic, social, physical, athletic, cultural, religious, etc. (x=1.98).

Further, LPU rated these factors as relevant which attained an overall mean of 3.49. Respondents further addressed that it is the hi-tech equipment such as projectors, slides, etc. which had gained the highest value of 3.47 in the rank. Space for outdoor educational activities: academic, social, physical, athletic, cultural, religious, etc. and grounds and buildings obtained the lowest value of 3.33 in the rank.

All schools concerned rated these factors as relevant with an overall mean of 3.06. First is the grounds and buildings ($x=3.24$) and last is the space for outdoor educational activities: academic, social, physical, athletic, cultural, religious, etc. ($x=2.79$).

With the overall rate of Relevant, this can only mean that the respondents clearly see the relevance of these factors for enrolment. They rated it this way because for them, having good and safe facilities is an advantage and an essential tool to learn easily.

Table 2.6
Weighted Mean Distribution of Factors Affecting the Enrolment as per Institutions
N=150

Community related	BSU	WIS	LPU	Schools
	WM VI R	WM VI R	WM VI R	GM VI R
1. Provision for Extra-curricular factors	2.95 R 3	2.45 SR 3	3.12 R 3	2.84 R 3
2. Linkages with the outside industries	3.17 R 2	2.83 R 2	3.35 R 2	3.12 R 2
3. Student's On-the-Job Training for future Employment	3.50 VR 1	3.33 R 1	3.63 R 1	3.36 R 1
Composite Mean	3.40 Relevant	3.33 Relevant	3.37 Relevant	3.37 Relevant

The respondents from all the schools concerned rated the community factors as relevant with an overall weighted mean of 3.37.

BSU respondents gained $x=3.50$ in students' on-the-job training for future employment. WIS attained 3.33 on the same factor. Likewise, LPU has obtained $x=3.63$ also from the same factor.

All institutions ranked provision for extra-curricular factors as the lowest having weighted means of BSU, $x=2.95$; WIS, $x=2.45$; and LPU, $x=3.12$.

Lyceum of the Philippines University being a higher education institution has its own OJT program. As young as twenty or twenty-one years of age, college students are required to get involved in the OJT program to offer a three-unit course on OJT in its curriculum which is often referred to as the practicum aspect of the degree course. It aims to expose the students before graduation to one semester training in the world of work (Camatis, 2010).

Table 3
Comparison between the Factors affecting the enrolment and Schools
N=150

Personal	t	p-value	Verbal interpretation
Batangas State University	-17.111	0.0000	highly significant
Westmead International School	-17.045	0.0000	highly significant
Lyceum of the Philippines University	-16.018	0.0000	highly significant
School related Factors			
<i>Personal & Social Traits of Teachers</i>			
Batangas State University	-17.1734	0.0000	highly significant
Westmead International School	-1.801	0.0000	highly significant
Lyceum of the Philippines University	-3.744	0.0000	highly significant
<i>Instructional Competencies of Teachers</i>			
Batangas State University	-1.242	0.0000	highly significant
Westmead International School	0.116	0.160	not significant
Lyceum of the Philippines University	0.514	0.095	not significant
<i>Curriculum of the program</i>			
Batangas State University	0.303	0.085	not significant
Westmead International School	0.007	0.107	not significant
Lyceum of the Philippines University	-0.084	0.106	not significant
<i>Plants and facilities</i>			
Batangas State University	-0.165	0.213	not significant
Westmead International School	-0.215	0.217	not significant
Lyceum of the Philippines University	-0.299	0.127	not significant
Community Factors			
Batangas State University	0.096	0.504	not significant
Westmead International School	0.0315	0.622	not significant
Lyceum of the Philippines University	0.508	0.095	not significant

As seen from the table, among the three institutions, the personal factor and also school related factor 1 – personal & social traits of teachers are highly significant in the conduct of the study. It greatly affects the enrolment of the three schools concerned. On the preceding results, respondents have personally chosen the program. Also, they reasoned out that it is because of the affordability of the course.

Further, the fluctuating rate of the enrolment in these schools is affected by personal factors chosen by the respondents.

With regards to instructional competencies of teachers, among the three institutions, only Batangas State University has said that these factors have greatly affected their enrolment.

The growth in university enrolment is an evidence that students are responding to changes in the labor market, and that universities, in turn, are responding to students. Universities have more than doubled their capacity in the last 30 years, and continue to introduce new programs that meet student demand. Growing demand for university education has reinforced and increased the value of a university degree both to the individual graduate and to society in general.

School resources, on the other hand, are typically the basic inputs in education, the most fundamental being the classrooms and teachers. Other important inputs are the curriculum, textbooks and other instructional materials, water and sanitation facilities such as toilets, libraries, and science laboratories. Bacolod and Tobias (2005) find that the presence of electricity is an important school input positively affecting learning outcome in Cebu. As measure of school quality, school resources are expressed as PTR and pupil-classroom ratio, among others.

Furthermore, community characteristics such as proportion of villages in the district of residence having access to all-weather roads, access by water, lower secondary school, etc. have relatively few significant effects on school enrollment (Regalario, 2009).

7. Conclusions and Recommendations

Based on the information gathered from the study, the researchers arrived at the following conclusions:

1. Batangas State University and Westmead International School have both shown an increasing trend of enrolment for the past three years, while Lyceum of the Philippines University continuously declined.
2. Personal factors of the respondents and personal and social traits of teachers are factors affecting the enrolment of the program.
3. The factors affecting the enrolment differ on the personal factors of the respondents and the personal and social traits of teachers.

4. An action plan is designed to enhance the enrolment performance of the institutions.

For improvement and elevation of the enrolment of Customs Administration program, the following are recommended:

1. The Customs Administration in LPU may continuously conduct an intensive enrolment campaign to market the program. However, WIS' school administration may study their present marketing program to be at par with the enrolment of the other schools.
2. The school administration may conduct to review, evaluate and restructure of their present tuition fees including miscellaneous fees, to make the program affordable.
3. School's administration may also address the demands for personal factors of the students and their faculty members.
4. The proposed action plan may be tabled for review and discussion by the school's administrator for its possible implementation.
5. The study may serve as a basis for further studies about enrolment trends by using other variables.

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