

# Market Feasibility of an Extension Campus of One State College in a Coastal Town in Bicol, Philippines

**Asia Pacific Journal of Multidisciplinary Research**  
Vol. 4 No.2,98-113  
May 2016  
P-ISSN 2350-7756  
E-ISSN 2350-8442  
www.apjmr.com

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*Date Received: March 23, 2016; Date Revised: April 30, 2016*

**Abstract** –*This descriptive-survey assessed the market feasibility of the establishment of an extension campus of Camarines Sur Polytechnic Colleges (CSPC) in Balatan, Camarines Sur, Philippines. It determined the socio-economic profile of the households, demand for an extension campus, awareness of the existence of CSPC, and promotional activities. Random sampling was used for the respondents composed of 572 households and 722 high school students. The students set a high premium on education (99%), have the interest to enroll in college (91%), and enroll if given the opportunity to pursue college education (94%) and doubt as to whether their parents would enroll them in college (16.3%). Financial constraints (50.4%) are the possible reason if they will not enroll in college. Quality education (58%) is the foremost reason in choosing a school, and considers attending in an extension campus if one were located in Balatan (88%). There is a market potential for an extension campus in Balatan, Camarines Sur.*

**Keywords**- *external campus, feasibility study, descriptive-survey, Rinconada*

## INTRODUCTION

Education is a right, not a privilege. This adage was articulated by Article 26 of the Universal Declaration of Human Rights that said “everyone has the right to education.” According to the International Commission on Education for the 21<sup>st</sup> Century as organized by the United Nations Educational, Scientific, and Cultural Organization [1], education is a human right and an essential tool for achieving the goals of equality, development, and peace.

In the Philippines, accessibility to education is constitutionally guaranteed. Article XIV, Section 1 of the 1987 Philippine Constitution direct the State to protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.

Camarines Sur Polytechnic Colleges was created in 1982 by virtue of Batas PambansaBlg. 512 [2]. The role of CSPC is defined in Section 2 that states “it shall primarily provide higher technological professional and vocational instruction and training in fisheries, trades and technology, arts and sciences, as well as short-term technical or vocational courses.”

In response to this provision, the College can establish an extension campus to meet the needs of the residents who cannot afford to enroll in any higher

education institutions in nearby areas. The college must expand and enhance career and life opportunities to disadvantaged sectors and be an tool for poverty alleviation toward national development.

On May 2012, at least 110 SUCs signed a covenant with President Aquino on the Roadmap of Public Higher Education Reform 2011-2016 (RPHER 2011-2016), among the objectives of which is to expand access to quality higher education among lower income and disadvantaged groups. The college president was one of the signatories to the covenant. Consequently, becomes responsible in its implementation.

One town in the service area of the college is isolated and deprived with some basic needs and one is education. Currently, no higher education institution is serving the educational needs of Balatan population. At present, local students have to travel more than 21 kms to reach their nearest higher education campus that provide degree and non-degree programs.

The need for a tertiary education institution in the area was identified by the current officials of the municipality. It is one reason why the Local Government of Balatan, requested the College to prepare a feasibility study to establish an extension campus in their locality.

The establishment of an extension campus in Balatan is purely need driven. It can be asserted that Balatan is underserved by educational opportunities. This opportunity is assumed to be hindered by the cost of education. The cost of higher education is soaring. Some families may realize cost savings by having their college-aged children live at home and attend local institutions. In this regard, savings can be used to other basic needs of the family.

Creation of an extension campus in Balatan can be premised on this English proverb, "If the mountain will not come to Mohammed, Mohammed will go to the mountain." If one of the constraints encountered by students is difficulty in going to tertiary education institutions, the college would offer its services and resources within their locality. This would answer the commitment of the College, as one of its signatory, to RPHER towards achieving its objectives along access.

This study covered the market feasibility in the establishment of an extension campus in Balatan, Camarines Sur. It was limited to the socio-economic profile of the households in Balatan, Camarines Sur along financial, source of drinking water, sanitation facilities, health needs, shelter, and source of information; demand situation for an extension campus; awareness of the students about the College; and identification of promotional activities to enhance awareness on the existence of the College.

The college extension is projected to serve the educational needs of Balatan constituency primarily and secondarily from the nearby towns high school graduates.

#### **OBJECTIVES OF THE STUDY**

The main goal of this study is to assess the market viability and potential success of the proposed creation of an extension campus of Camarines Sur Polytechnic Colleges on the Municipality of Balatan. Specifically, it determined the socio-economic profile of the households in Balatan, Camarines Sur, the demand situation for an extension campus, the awareness of the students about the College, and developed promotional activities to enhance awareness on the existence of the College

#### **MATERIALS AND METHODS**

Descriptive-survey was the research design used. This method is suitable wherever the subjects vary among themselves and one is interested to know the extent to which different conditions and situations are

obtained among these subjects. According to Gay [3], the descriptive method of research involves collecting data to answer questions concerning the current status of the subject under study. Further Good and Scates[4] emphasized that descriptive research method includes that the present facts concerning anything, a group of person, number of objects, a set of conditions, a class of events, a sequence of thoughts or any kind of phenomenon which one wishes to study.

The word survey, according to Villanueva [5] signifies the gathering of data regarding present conditions. Moreover, a survey is useful in providing the value of facts, and focusing attention on the most important things to be reported.

#### **Locale of the Study**

Balatan is a fourth class municipality in the province of Camarines Sur, Philippines. It is politically subdivided into seventeen (17) barangays grouped into upland and coastal. The upland barangays are Cabanbanan, Cabungan, Montenegro, PulangDaga, Sagrada, San Francisco, Santiago, Tapayas, and Tomatarayo; the coastal barangays are Camangahan, Cayocog, Coguit, Duran, Laganac, Luluasan, Pararao, Siramag.

It is bounded by the municipalities of Bula, Bato, Nabua and a shoreline part of the Ragay Gulf. Lying 13°19'N 123°14'E in the coordinates, Balatan is accessible by land through Nabua and by water through its Municipal Port of the Ragay Gulf.

At present, every barangay in Balatan has a public elementary school. There are also six (6) public high schools, which are: Coguit High School, Don Gregorio O. Balatan High School, Laganac High School, PulangDaga High School, Pararao High School, and Tapayas High School.

According to the Executive-Legislative Agenda for 2013-2016 of the Local Government Unit (LGU) of Balatan, the literacy rate for the education sub-sector is only 18.09%. There is an evident low literacy rate in the municipality which may be attributed to the fact that, while basic education --- elementary and high school --- is provided to the Balatan populace, there exists no institution which affords tertiary education.

The Municipality of Balatan is within the service area of the Camarines Sur Polytechnic Colleges (CSPC) together with the municipalities comprising the Rinconada area, namely: Baa, Bato, Buhi, Bula, Nabua, and Iriga City. Should the proposed CSPC Extension Campus (CEC) push through, it would not

only greatly benefit the graduates of Balatan's public high schools but also those graduates of other neighboring towns and nearby municipalities who wish to pursue tertiary education, such as barangays Payak, Pagatpatan, and Palo of the municipality of Bato; barangay Caorasan of the municipality of Bula; and municipality of San Pascual and the Island of Burias in the province of Masbate. Likewise, the out-of-school youth and college dropouts in the said areas will be given another opportunity to continue with their education.

### Respondents

There were two groups of respondents in the study composed of the high school students from the different secondary schools and households in Balatan.

The number of student-respondents was 722 from a population of 1,151 with .05 margin of error.

### Data Gathering Tools

The study used two researcher-made survey questionnaires. A 26-item questionnaire was used for the student-respondents while 13-item questionnaire for the household. Data gathering for the student-respondents was made in their respective school campus while for the household on their residence.

The questionnaire was developed considering the parameters that will measure market need for the extension campus. It focused on the socio-economic profile of the respondents, their thoughts about an extension campus, and their awareness of the College.

Content validity was undertaken to the questionnaire to establish whether the substance of the questionnaire was suitable and relevant to the study objective. Content validity indicates that the content reflects a complete range of the attributes under study and is usually undertaken by experts [7]. The draft questionnaire was given to experts in market research. Questionnaire was revised considering the inputs given by the experts.

### Research Procedure

The research team visited the different secondary schools and distributed the questionnaire to selected high school students at random. A team member was assigned for every section and guided the students in answering the form. Clarifications from the students were immediately addressed during the session.

On the part of the household, assistance from the barangay officials were sought. Orientations were made to them on how the questionnaire will be answered by the household-respondents. There were two orientations made. The first group was composed of upland barangays and the second group was the coastal barangays.

A numbered list of household for every barangay was brought during the orientation. The names opposite the number from the table of random number were the identified household respondent for every barangay.

### Statistical Tools

Descriptive statistics such as frequency and percentage was utilized in the analysis of data.

## RESULTS AND DISCUSSION

This part presents the socio-economic profile of the households, demand situation of the extension campus, awareness on the existence of CSPC, and activities to promote the College.

### Socio-economic Profile of the Households

The economic profile considered is the monthly family income, source of income, and contributor among head of households. On the other hand, social profile is on source of drinking water, sanitation facilities, health needs, shelter (number of bedroom and type of flooring), and source of information.

**Monthly family income.** In order to gauge the financial well-being of the families at Balatan, several questions pertaining to their finances were propounded. The study analyzed the monthly family income and its source. The monthly income of the families was ascertained as follows:

Table 1. Monthly Family Income

Income Range (Php)	f	%
5,000 and below	343	60
5,001-10,000	133	23.3
10,001-15,000	26	4.5
15,001-20,000	13	2.3
20,001-25,000	3	0.5
More than 25,000	3	0.6
No response	51	8.9
<b>Total</b>	<b>572</b>	<b>100</b>

From the data above, it is apparent that more than a majority (60%) of the families are earning below Five

Thousand Pesos (₱ 5,000.00). According to the paper entitled “Official Poverty Statistics and Poverty Reduction Programs of the Philippines” presented during the International Conference Workshop on Poverty and Inequality in Asia in Bali, Indonesia, a study made during the first semester of 2012, a family of five (5) needs Five Thousand Four Hundred Fifty-Eight Pesos (₱5,458) per month in order to meet its minimum basic needs and Seven Thousand Eight Hundred Twenty-One Pesos (₱7,821) to meet its other minimum basic non-foods needs.

Comparing the threshold amounts with that of the income of the majority, this goes to show that most families in Balatan are living in poverty. Senator Juan Edgardo Angara once said that SUCs are now the tertiary schools of choice of many college-bound graduates, “thus, their doors should be opened to the poor but deserving one.”

George Wythe University [8] has stated that, “significantly lower household income also indicates a market with limited capacity to afford tuition without funding or external scholarships. Otherwise, the substantially lower-income student market of the service area would likely remain inaccessible.”

**Source of income.** In relation to this, the sources of livelihood in Balatan were established. Table 2 revealed that farming (31.6%) is the primary source of livelihood in Balatan. Skilled workers (17.5%) composed of drivers, welders, laundrywomen, babysitters, and the like came second. It was also observed that although there are eight (8) coastal barangays, fishing (13.8%) was only a tertiary source of livelihood in the municipality. When asked on this, they echoed that fishing is seasonal. They cannot rely from fishing due to unpredictable weather nowadays. Another reason is that fishing equipment is expensive starting from the boat used.

Table 2. Sources of Income

Indicator	f	%
Farming	181	31.6
Skilled worker	100	17.5
Fishing	79	13.8
Others	52	9.1
Livestock	46	8.0
Business	39	6.8
Entrepreneurial activities	26	4.5
Overseas worker	15	2.6
No response	47	8.2

**Contributor of income among head of households.** As to who contributes income in the family, Table 3 discloses the data. It appears that a large majority (79.2%) of the families obtain income from either spouse. It may be said that only one spouse works for the family. There is only a handful (18.5%) of the families wherein both spouses bring income to the household.

Table 3. Contributor of Income Among Head of Households

Indicator	f	%
Either spouse has a source of income	453	79.2
Both spouses have a source of income	106	18.5
No response	13	2.3
Total	572	100

In order to further determine the poverty incidence in Balatan, other factors were likewise taken in consideration, such as the sources of drinking water, the status of their sanitation facilities, go-to for health needs, and shelter.

**Source of Drinking Water.** Their source of drinking water was inquired into and the results are revealed in Table 4. Most of the families (45.5%) obtain drinking water from the communal faucet (Level II). Others depend on deep wells and improved springs (Level I), while only very few of the families avail of water services from the Balatan Water District (Level III).

Table 4. Sources of Drinking Water

Indicator	f	%
Level II (Communal faucet)	260	45.5
Level I (Communal wells)	254	44.4
Level III (Water district)	47	8.2
Others (mineral water)	1	0.2
No response	10	1.7
Total	572	100.0

It may be said that the poverty level in Balatan is really high. Families depend mostly on a common water source available in the community. Not many can afford and have the capacity to obtain drinking water provided by their local water district.

**Sanitation Facilities.** As for their sanitation facilities, their status is presented in Table 5. A large number (92.3%) of the families in Balatan own their

own waste facility. The number of those who make use of communal toilets is significantly very low (3.3%). From this, it may be said that the Balatan community value sanitation and their privacy at the same time.

Table 5. Sanitation Facilities

Indicator	f	%
Owens toilet	528	92.3
Uses communal toilets near home	19	3.3
No own toilet	9	1.6
Uses communal toilets far from home	4	0.7
No response	12	2.1
Total	572	100

The above data are important because it has been shown that lack of access to clean water and effective sanitation impacts the health of a community as well as their ability to develop economically. According to the World Health Organization, every minute, three (3) children under the age of five (5) die because of dirty water and poor sanitation. Likewise more than fifty per cent (50%) of hospital beds in developing countries are filled with people who have an illness caused by poor sanitation or dirty water (United Nations Development Programme).

**Health Needs.** In relation to drinking water and sanitation, the heads of households were likewise asked where they go for their health needs. Their answers are shown in Table 6. The local Rural Health Unit (RHU) of Balatan emerges to be the primary choice of most residents (63.5%) in terms of provision for their health needs. A smaller number (26.9%) go to their Barangay Health Stations, and a sheer number (15.4%) go to private hospitals and clinics.

Table 6. Where Respondents Go for Their Health Needs (n=572)

Indicator	F	%
Rural Health Unit	363	63.5
Barangay Health Stations	154	26.9
Private hospitals/ clinics	88	15.4
Others ( <i>albularyo</i> , public hospital)	14	2.4
No response	5	0.9

There is a showing preference to avail of the services offered by state-maintained health institutions that render assistance either for a minimal fee or free. This may be attributed to the fact that the residents are

mostly earning below the minimum poverty threshold cited earlier.

**Shelter (Number of Bedrooms).** The residents' shelter also shed light on the poverty level of families. Shelter is a fundamental human need. People require protection from the elements, somewhere to bring up their families, a place to work from and a home to call their own. It was therefore imperative to know Balatan's household profile, to wit:

Table 7. Shelter Determined by Number of Bedrooms

Indicator	f	%
Two (2) bedrooms	275	48.1
One (1) bedroom	204	35.7
No bedroom	38	6.6
Three (3) bedrooms	34	5.9
Four (4) bedrooms	7	1.2
No response	14	2.4
Total	572	100

In Balatan in particular, more than half (55.2%) of the homes have two (2) or more bedrooms. This goes to show that, families see to it that there is provision for bedrooms separate from the parents to that of their children. By this, privacy is maintained.

**Shelter (Type of House Flooring).** Further, the type of shelter of Balatan families was established in Table 8. While earning below the poverty threshold amount, it may seem that heads of household ensure that their families live in livable homes. More than a majority (59.6%) lives in concrete houses. This is far stretched from the quarter of families (25%) whose houses' floors are made up dense soil. In fact, having a concrete house is a far cry from those combination homes made of concrete, soil, wood, and bamboo (1.7%).

Table 8. Shelter Determined by Type of Flooring

Indicator	f	%
Concrete	341	59.6
Dense soil	143	25
Combination (concrete, soil, wood, bamboo)	10	1.7
Soft/ muddy soil	3	0.5
Others (wood, bamboo)	21	3.7
No response	54	9.4
Total	572	100

Those living in concrete houses are assured of being safe during typhoon. As the town is situated in

typhoon-prone area, the head of the family made them live not only in a comfortable abode but also safe from calamities.

**Source of Information.** To have a grasp of its information gateway, the study likewise looked into the common sources of information of the Balatan community. From the survey, the answers gathered are reflected in Table 9.

Table 9. Shelter Determined by Number of Bedrooms

Indicator	f	%
Television	456	79.7
Radio	166	29
Telephone/ Mobile phone	146	25.5
Computer	13	2.3
Newspaper	12	2.1
Other (books)	1	0.2
No response	28	4.9

*n*=572

The television (79.7%) was the most common form of media from whom the residents obtained information. The rampancy and viability of the audio-visual demonstration of the latest news and information made the television a top choice among the respondents.

### Demand Situation of the Extension Campus

The herein discussion examines the demand situation in the proposed establishment of a CEC at Balatan, Camarines Sur. It as well touches on the possible supply of graduates which would ensure the sustainability of the proposed CEC.

The first part covers the perception of high school students who are potential enrollees of the extension campus, while the second part discusses the insights of the parents/ heads of households.

**Student-Respondents.** The student-respondents gave their insights on how they value education, perceptions whether their parents will enroll them in college, their reasons of not going to College, why they choose a particular school, on enrolling in locally-based school, on how they plan to attend classes, their preferred degrees, and on what they know about CSPC.

Value of education. In order to determine the practicability of a CEC at Balatan, the study first tested the premium placed by the students on the value of education.

The student-respondents were asked the value they placed in education. From the data gathered, a resounding number (99%) of the students set a high premium on education. A reflection of this is their interest to enroll in college (91%).The respondents further stated that, if they be given the opportunity to pursue college education, they said that they will enroll (94%). From the figures, the personal decision of the students to pursue higher education is evident.

A region’s average educational attainment is a fairly accurate indicator of the cultural value it places on education. Additionally, local attitudes remain a highly relevant metric for any institution of higher learning [8].

Parents, holding the purse in the family, are a big factor in determining whether or not their children will pursue higher learning. It is upon this view that the respondents were asked whether they believe that their respective parents will enroll them in college. Their answers will determine the potential number of students that would enroll in the proposed CEC.

A substantial number among the respondents (81.7%) think that their parents will enroll them. This affirmative mindset of the respondents strengthens their earlier stance on the value of education in their lives.

Table 10. Perceived Reasons Why Parents Will Not Enroll the Respondents in College

Indicator	f	%
Financial Constraint	61	50.4
Work to Increase Family Income	25	20.7
Siblings are in School	18	14.9
No Response	17	14
Total	121	100

A smaller number (16.3%) were in doubt as to whether their parents would enroll them in college. When asked why, the respondents stated the reasons stated in Table 10.

Interestingly, the respondents were fully aware of the predicament that could possibly hinder their quest for a tertiary education. It may be concluded that, while it is the personal choice and strong resolve of the respondents to pursue higher education, the decision of their parents play a large part as to whether or not they will be able to enroll in college.

Table 11. Reasons for Not Having Interest to Enroll in College

Indicator	f	%
Financial Constraint	17	39.5
Work to Increase Family Income	10	23.3
Siblings are in School	5	11.6
No Response	11	25.6
Total	73	100

Even though a considerable number of respondents expressed their intent to pursue college education, conversely, the respondents were likewise asked what reasons they have for not having any interest to enroll in college. Their responses are shown in Table 11.

They cited financial constraint as the primary reason. While a lower number of the respondents did not state the reason why, some of the respondents reasoned out that they had to work in order to increase family income, and a smaller number stated that their siblings are still in school. Even, perhaps with available scholarships which would defray costs in tuition and matriculation fees, financial constraints may be related with transportation cost, allowance or family income.

It may be said that, even though the respondents were initially interested to enroll in college, they were likewise cognizant of dire financial straits within their family. It may seem that their recognition of their respective family's financial capacity overturns this interest to pursue college education. This is understandable since (80%) of the residents of Balatan fall below the poverty line.

Table 12. Reasons That May Influence Students to Enroll in a Particular School (n=722)

Indicator	f	%
Quality education	419	58
Work assured after graduation	289	40
Scholarship grants available	267	37
Offers preferred course	171	23.7
Influence of parents/ relatives	164	22.7

Having previously determined that the respondents have placed a high premium on education, they were asked for reasons why they would enroll in a college. Their answers are revealed in Table 12.

The responses of the students reveal that, not only do they value education itself but they also yearn for quality education. Earning a degree and earning quality education are two different things and the

respondents are well aware of this. Coupled with the personal decision to pursue college, they also seek quality education.

Table 13. Reasons in Enrolling in the Preferred School (n=722)

Indicator	f	%
Quality education	423	61.8
Work assured after graduation	261	38.2
Scholarship grants available	250	36.5
Offers the preferred course	184	26.9
Affordable school fees	167	24.4

Another question was proffered in order to determine the reasons why the respondents would enroll in their preferred school. The responses are in Table 15. Quality education again tops the reasons. The answers reflect that the respondents choose their school on the basis of their belief that their preferred school offers quality education --- one which they truly deserve.

For its part, CSPC can claim that it offers quality education since almost all of its programs are accredited by the Accrediting Agency for Chartered Colleges and Universities in the Philippines (AACUP). Moreover, its management is certified by the International Standardization Organization (ISO). In addition, performance in licensure examinations administered by the Professional Regulation Commission (PRC) is above the national passing percentage, and a significant percentage pass the Technical Education and Skills Development Authority (TESDA) Certification. Education is truly one of the best gifts that children could receive.

**Enrolling in Locally-Based Colleges.** Banking on the interest of the respondents to pursue a college education and the belief that their parents will send them to college, it is best to determine the respondents' view about the establishment of an institution of higher learning within their locality. The responses would reflect the probability of these students enrolling in the proposed CEC.

When asked about their plan after graduating from high school, a significant number among the respondents (41.3%) are decisive that they will most likely enroll in a public college/ university. Although a meager number (20.6%) were still undecided, the possibility of attending a private college/ university was lower (20.2%).

The respondents were asked whether they would change their decision to pursue college education if CSPC is established in Balatan, Camarines Sur. More than half of the respondents (66.7%) answered in the affirmative indicating that they were interested to attend a school within their locality.

Likewise, the respondents were asked if they would consider attending in an extension campus if one were located in Balatan. A substantial number (88%) of the respondents favorably answered the question.

The respondents were asked again, if there is a possibility that they will support and enroll if CPSC will establish an extension campus in Balatan. A significant percentage (86.3%) of the students said that there was such likelihood.

The noteworthy figures stated above reflects the need and want of the respondents to enroll in an institution where they can earn their degree within the comforts of their locality. The overwhelming feedback of the respondents to the possibility of a CEC in Balatan is evident.

Upon the other hand, the probability of non-enrollment in the CEC was also looked into. This is in order to foresee the reality that it may occur and thus enable CSPC devise a plan in anticipation thereof. Thus, the respondents were asked about the reason why they would not enroll in the proposed CEC. Majority of the respondents (63.1%) said that their parents prefer to enroll them outside Balatan. This response again surmised the influence that parents play in selecting a school for tertiary education. It shows the possibility of not enrolling in the CEC is dependent upon the decision of the parents. However, this reply is doubtful given the higher cost to be spent should they choose to enroll outside Balatan. This thinking runs counter to their perceived financial constraints reason they have cited earlier.

In response to the same question, some respondents (14.1%) reasoned out that their preferred course is not offered. Although low in number, this should not be overlooked by CSPC since the number of enrollees would greatly depend on the offered courses in the proposed CEC. CSPC should package course offerings taking into account the preferred courses of the students. This is in order to be able to grasp their interest and consequently enroll at the proposed CEC.

When asked, however, if where is the location of their preferred school in which they will most likely

enroll, a considerable number of the respondents (39.9%) replied that they prefer to enroll within Nabua.

It is observed from this line of answering that, while they said their parents would prefer them to enroll outside Balatan, the respondents themselves prefer to study in a school within Nabua. The answers may be reconciled in such a way that, students would want to enroll in a school which is not too near where they reside but not too far, either. From this answer, too, it can be inferred that the respondents they prefer to enroll outside Balatan but only within Nabua because there exists no higher education institution in Balatan. The nearest HEI is in Nabua, which is twenty-six (6) kilometers away. This inference draws the strong justification for the establishment of the CEC in Balatan.

Although there appears to be a diverse answer as to the location of their preferred school, CSPC, nevertheless, is still at an advantage. It may be worth mentioning that the main campus of CSPC is in Nabua. Should the students not enroll in the CEC in Balatan, they would still most likely enroll at the CSPC main campus.

The location of the school (57.6%) was only secondary to scholarship opportunities (60.3%) when the respondents were inquired about factors would most influence their decision to attend in an extension campus in Balatan. While only secondary, still, more than a majority of the students deem that the place where the school is located would greatly influence their decision. What should be noted here is for the CSPC to craft possible scholarship opportunities to attract more prospective students to enroll.

Table 14. Respondents Preferred Schedule of Classes

<b>Class Schedule</b>	<b>f</b>	<b>%</b>
Part-time	322	44.6
Full-time	281	38.9
No response	119	16.5
<b>Total</b>	<b>722</b>	<b>100</b>

Still banking on the interest of the respondents to pursue higher education after graduation, they were asked how they planned to attend their class. The question was answered in this wise and is shown in Table 14.

Most of the respondents (44.6%) said they consider attending class on a part-time basis. This is still owing to their anticipated financial concerns earlier discussed in this chapter. A lower number (38.9%)



expected to attend class on a full-time basis. The number is not significantly remote from those who foresee themselves to attend part-time. This goes to show that the students are positive that they will be able to afford the fees of a college education amid the financial constraints that they have perceived earlier in the study. Some of the respondents (16.5%) offered no response indicating their reluctance to decide at the moment.

Table 15. Courses or Degrees the Respondents Plan To Pursue in College

Course/degree	f	%
Education	113	19.2
Engineering	94	15.9
Nursing	56	9.5
Military	44	7.5
HRM	43	7.3
Maritime	22	3.7
Computer Secretarial	20	3.4
Information Technology	20	3.4
Criminology	19	3.2
Tourism	14	2.4
Business Administration	13	2.2
Undecided	72	12.2

Those respondents who expressed their aspiration to enroll in college were asked the degrees or courses which they intended to pursue. The reason was to capture their preferences and determine what courses may be best offered in the CEC, and for CSPC to appropriately package its courses/ program offerings. Table 15 shows the courses or programs the respondents intend to enroll in College.

The two (2) top ranking general courses of choice of the students indicated are Education and Engineering, these are currently offered by the CSPC. Thus, it is wise to have a possible expansion of these two (2) courses at the proposed CEC. It is of no wonder that the respondents preferred to enroll in these two (2) courses owing to the higher chances of employment in either of them.

Given the value that the respondents put on education, most of the respondents themselves wish to enroll in an Education degree. The rising need for more teachers is also a perceived reason given the advent of the K to 12 Program in the Philippine education system. At present, the CSPC's Buhì Campus offers ladderized programs leading to a degree in Elementary Education.

A degree in Engineering ranked second among the respondents' preferred courses. It is worthy to state that CSPC's ladderized programs leading to an Engineering degree perform well in national examinations in the past years.

It may be noted that a percentage of respondents (12.2%) were still undecided as to what course to take in college. It is perceived as advantageous to the institution in the sense that, CSPC will be able to package its current program offerings in order to suit and encourage the students to enrol at CSPC.

The respondents were then asked if they were familiar with the courses/ degrees offered by CSPC. Only a quarter of the respondents (24.9%) were familiar with the same. More than a majority (61.1%) lacked information as to the courses/ degrees currently offered by CSPC.

Table 16. Choices on the Degrees that may be offered by CSPC

Class Schedule	f	%
<b>First Choice</b>		
Nursing	77	13.1
Food Service Management	61	10.3
Computer Science	60	10.2
Electronics Engineering	47	8
Civil Engineering	42	7.1
No response	21	23.1
<b>Second Choice</b>		
Nursing	65	11
Computer Science	55	9.3
Food Service Management	48	8.1
Electronics Engineering	38	6.4
Information Technology	35	5.9
Office Administration	35	5.9
No response	193	32.7
<b>Third Choice</b>		
Food Service Management	67	11.4
Computer Science	50	8.5
Nursing	46	7.8
Information Technology	39	6.6
Office Administration	39	6.6
Computer Technician	39	6.6
Civil Engineering	23	3.9
Electronics Engineering	23	3.9
Mechanical Engineering	23	3.9
No response	203	34.4

At this juncture, the respondents were given a list of the current courses/ program offerings of CSPC.

From the list, they were asked to choose which among them were their First, Second, and Third Choices. Their responses are reflected in Table 16.

It may be observed from the preceding tables that most of the respondents did not indicate their course/program of choice. The data above discloses that most respondents initially indicated no response to the question posed. It may be assumed that the respondents were hesitant to indicate their choices given that they were inclined to an Education or Engineering degree as shown earlier.

It may further be observed that there appear to be common courses among the top three (3) choices of the respondents, namely: Nursing, Food Service Management, and Computer Science.

The interplay of these three (3) courses is evident in the choices of respondents from among the courses offered by CSPC. These choices of the respondents reflect the in-demand courses which suit present trends in employment. CSPC must take note of these choices also as possible course offerings for the CEC in Balatan. Note, however that, these three (3) courses require laboratories and/or specialized classrooms which can cause additional cost for the construction of the proposed CEC.

Going back to the respondents' general choice of a degree in Engineering, the answers in the foregoing table reveal that their choice of specializations would be: Electronics Engineering, which surfaced thrice; Civil Engineering, which appeared twice; and Mechanical Engineering, once. Thus, should a program leading to an Engineering degree be offered at the CEC, it must essentially be founded on any of the three (3) specializations?

The respondents were also asked what other degrees/ programs should be offered in the CEC aside from those already offered by the CSPC. The answers are shown in Table 17.

Table 17. Other Programs that may Offered at the Balatan Extension Campus

Course	f	%
Teacher Technical Education	198	33.6
Entrepreneurship	87	14.7
AB Information Technology	61	10.3
Dental Technology	21	3.6
Midwifery	14	2.4
No response	209	35.4

Again, it is notable that most of the respondents offered no response to the query although options were already given. Nonetheless, Teacher Technical Education, a new course offering of CSPC, emerged as the second top answer. From the earlier responses, it may seem that preference for a course/ program leading to a degree in Education cannot likewise be ignored.

It is best to bear in mind the preferred choices of the student-respondents in packaging the possible courses to be offered for the proposed CEC in Balatan.

**Heads of Households/Parents-Respondents.** The data and the discussions herein were taken from the results of the survey conducted for the parents/ heads of households, parents for brevity, of each of the barangays in Balatan, Camarines Sur. This covers their intent whether to enroll their children in college, reasons in choosing the preferred school, reason to enroll or not enroll their children at CEC, who decides on the course to be taken by their children, their preferred course for their children, and current program offerings they preferred to be offered.

Table 18. Parents on Where They Intend to Enroll Their Children for College

Responses	f	%
CSPC Nabua	199	34.8
CSPC Balatan	148	25.9
Public/ Government School	74	12.9
Others(outside Rinconada)	27	4.7
No response	124	21.7

The parents were initially asked where they intended to enroll their children for college. The responses are shown in Table 18. Quite a big number of them (34.8%) chose CSPC Nabua, while some 25.9% chose CSPC Balatan.

CSPC Nabua was chosen more than CSPC Balatan most probably because CSPC Nabua already exists, while CSPC Balatan is yet to be established. The nearest higher education institution from Balatan is CSPC Nabua. Those who chose to enroll at CSPC Balatan are already highly anticipating its existence and are more than willing to enroll their children in an institution of higher learning within their locality. Judging from these answers, the clamor for a CEC in Balatan is evident. Other parents specifically stated that they wanted to enroll their children in a school

owned and operated by the government (12.9%). From this answer, CSPC is still at an advantage since.

A sheer number (4.7%) opted to enroll in other schools. These “other schools” are those randomly indicated by the heads of households as those which are, among others, near the workplace of their children who are working students and those where their benefactors live.

Table 19. Parents’ Reasons for Choosing the Preferred School

Responses	f	%
Affordable school fees	396	69.2
Quality education	338	59.1
Accessibility from residence	284	49.7
Scholarship grants are available	195	34.1
Work assured after graduation	146	25.5
Availability of student assistantship	55	9.6
Offers the preferred course	38	6.6
Influence of parents/ relatives	5	0.9
Influence of classmates/ peers	3	0.5
Others (ie. Malapitsatrabaho, gusto ng magpapa-aral, gusting matuto, sarilingpaaral)	4	0.7
No response	49	8.6

To support the choices of the heads of households as to why they opted to enroll their children in that particular institution, their respective reasons were inquired into. The answers were captured in the Table 19.

A great number (69.2%) reasoned out that they wanted an institution which offered program/ courses at affordable fees. Their finances are their main consideration in choosing the school for their children since the children are still chiefly dependent on them for support. Also, it may be said that, they are willing to send their children to school for as long as the fees are still within their financial capacity.

Coming second as reason is quality education (59.1%). While school fees may be the primary consideration of the parents, the quality of education that their children will receive is also another concern in helping them choose which school their children will attend. It is almost equally important for them because, while they are willing to shell out their hard-earned money for their children’s education, the

children should be able to aptly receive quality education.

The consideration of accessibility from their residence (49.7%) came as their third reason. This goes to show that, to the mind of the parents, distance from their homes to the school is a major factor in choosing the institution to which they will send their children to college. Note that the top three (3) reasons given by the parents are close.

Table 20. Parents’ Intention to Enroll Their Children Should Balatan Campus Established

Responses	f	%
Yes	507	88.6
No	22	3.9
No response	43	7.5
Total	572	100

In order to test the viability of a CEC in Balatan from among the heads of households, a direct question was asked them as to whether or not they intended to enrol their children should the proposed CEC be finally launched. Table 20 reveals their responses.

The question was met with an overwhelming affirmative response (88.6%). Only a handful among the respondents (3.9%) gave a negative reply. This goes to show that the parents are very interested in the proposed CEC and are in fact, highly anticipating its establishment.

The reply is likewise an affirmation to the CSPC that should the CEC at Balatan be founded, there will be an overwhelming response and outpouring of support from the residents therein. As early as now, the proposal to establish the CEC is already met with much enthusiasm.

Table 21. Parents’ Reasons Why They Will Not Enroll Their Children at the Proposed CSPC Balatan Campus

Responses	f	%
Financial constraints	7	31.8
Other children are in school	1	4.5
Others ( <i>maasikaso pa ang mga anak, mas malayo, accessible to Nabua, doon nakasimula, mahirapang sasakyan, malayo</i> )	11	50
No response	3	13.6

Upon the other hand, those who negated the establishment of the proposed CEC were asked what

their reasons were. Hereunder table shows the answers of the respondents.

Varied reasons were given by half (50%) of the respondent-heads of household. Among those that they said involved distance from their residence, i.e. that the proposed CEC is far, Nabua is more accessible, transportation is difficult. It was noted though that, those who raised these reasons where respondents from Barangay Tapayas, the first barangay from Nabua.

A notable reason given was that, the child has already started school from an institution other than the proposed CEC. It would be a valid reason since the student may have to transfer from his present school to the CEC which would be inconvenient, not to mention complicated, on his part. However, it may still be possible that the family may opt to attend the CEC if the course being taken by the child is offered by the CEC and the cost would be much lower if he were to stay in Balatan.

The responses reveal that they were likewise concerned with the financial constraints (31.8%) that follow should they decide to enroll their children in college.

Table 22. Parents on Who Decides Program/ Course to be taken by their Children

Indicators	f	%
Child Concerned	443	77.4
Parents	39	6.8
Benefactor (relatives who will finance the education)	6	1
Others	1	0.2
No response	83	15
<b>Total</b>	<b>572</b>	<b>100</b>

When the respondent heads of household were asked as to who decides the course to be taken by their children, the answers elicited are reflected in Table 22.

Most of them (77%) said that the decision is left to the child who will study and pursue college education. Only a meager number (6.8%) said that the choice was up to the parents. These data gathered show that parents give much leeway as to the choice of the children as to what course to pursue.

Some 1% said that the choice is left to the discretion of the benefactor who will finance the education. Thus, it may be surmised that while it may be true that the benefactor will shoulder the schooling

expenses, the benefactor does not impose the course to be taken by the child.

All in all, neither the parents nor the benefactors have a hand in the course to be pursued by the children who will pursue higher education.

Table 23. Parents' Preferred Program/ Course for Their Children

Indicators	f	%
Teacher Technical Education	113	19.8
Computer Science	65	11.4
Information Technology	59	10.3
Electronics Engineering	46	8
Nursing	42	7.3
Civil Engineering	41	7.2
Office Administration	41	7.2
Electrical Engineering	40	7
Computer Technician	37	6.6
Food Service Management	35	6.1
Mechanical Engineering	21	3.7
Midwifery	15	2.6
Electronics Communication and Service Technology (ECST)	12	2.1
AB Information Technology	5	0.9
Dental Technology	4	0.7
Entrepreneurship	2	0.3
Others	73	12.6
No Response	55	9.6

Given the earlier stand of the parents that the decision to choose what course to take in college lay in the hands of their children, they were thereafter asked what course they personally preferred their children to take from among the courses currently offered by CSPC. The answers were summarized in Table 23.

There emerged no resounding choice from the parents. What appeared though was a variety in their personal choices for their children. Most of the parent-respondents chose Teacher Technical Education (19.8%). This was trailed by Computer Science (11.4%) and followed closely by Information Technology (10.3%).

These two (2) latter courses are closely related and even loosely interchanged. They are among those said to be in-demand in the labor market and follow the current interest of the youth/ students. This is perhaps the reason why, in effect, these two (2) courses emerged to be the preference of some parents.

It was also noted during the survey that, the parents indicated other courses that were not included in the

list of course given. These other courses that are not offered by the CSPC comprised 12% of the responses of the parents.

Table 24. Parents on the Current Program Offerings They Prefer to be Offered in the Extension Campus (n=572)

Course	F	%
Computer Science	112	19.6
Information Technology	79	13.8
Food Service Management	68	11.9
Office Administration	62	10.8
Electronics Engineering	61	10.7
Nursing	60	10.5
Electrical Engineering	49	8.6
Civil Engineering	38	6.6
Mechanical Engineering	34	5.9
Electronics Communication and Service Technology (ECST)	34	5.9
Computer Technician	29	5.1
Education	25	4.4
Others	6	1.0
No response	12	2.1

The parents were then probed as to the course/program they preferred to be offered at the CEC. Table 24 demonstrates the replies.

Most of the parents preferred to have Computer Science (19.6%), Information Technology (13.8%) and Food Service Management (11.9%).

The first two (2) courses have been previously tagged as the course preference of the parents, noting from their answers in the earlier part of this study. This consistency confirms the course of choice of the parents.

But remember that, the choice of the children as to what course to take has been given by the parents to their children, from the answers elucidated earlier.

### CSPC: Students' Perception

Prior to the establishment of the proposed CEC in Balatan, it is very important to determine the familiarity of the respondents as to the CSPC. This is to know whether the students are familiar with the mother institution of the proposed CEC. This would also gauge the acceptance by the students and their parents of CSPC as an institution of higher learning, as well as allow to CSPC to craft more marketing strategies to encourage enrolment in the CEC.

The respondents were asked if they were aware of CSPC as an institution of higher learning in terms of

certain considerations. The answers are indicated Table 25.

They were first asked as to their awareness of the existence of CSPC in Nabua. More than a majority of the respondents (72.3%) were aware of the existence of CSPC's existence in Nabua. This is a significant number considering that CSPC has been in existence for almost thirty-three (33) years. Its proximity to Balatan is a huge factor.

In relation to this, the respondents were also asked if they were aware that CSPC is state-owned, thus, a public school. This is crucial because most of the respondents were anticipating the financial constraints that would possible hamper their enrollment in college. Less than a majority (44.7%) of the respondents knew that CSPC is state-owned. As was mentioned earlier in this study, students were targeting to enroll in a public college (41.3%) rather than a private one (20.2%). Furthermore, a significant number of the students prefer to study in a public school (80.8%). Owing, perhaps, to the foreseen financial constraints that may hinder the pursuit of enrolling in college, the students prefer to enroll in a public school as opposed to a private one. There is an imperative need, therefore, to conduct a campaign promoting and re-introducing to the public the fact that CSPC is a public school.

The respondents were then asked if they were familiar with the current program offerings of CSPC. While they were fully aware of the existence of CSPC in Nabua and that the same is state-owned, there is a marked lack of familiarity with its program offerings as only almost a quarter of the respondents (23.5%) were familiar with the same. More than a majority (57.9%) lacked information as to the courses/ degrees currently offered by CSPC. It is quite ironic that the respondents, although they study in public high schools which are in close proximity with CSPC, are not familiar with the courses/ degrees which have been offered for several years already. Thus, it is necessary to adopt an exhaustive marketing campaign to promote the program offerings of CSPC.

Also, the respondents were asked if they knew that CSPC has a Buhi campus which offers a Bachelor in Elementary Education (BEEd) Degree. This was aimed at gauging their consciousness that an extension campus of CSPC already exists while at the same time hinting the possibility of the establishment of a CEC in Balatan offering their preferred course. Many of the respondents (43.5%) did not know that a Buhi

Extension Campus exists, much less its offering of BEEEd. Such a number is quite surprising since the Buhi campus has been in existence since 2008. In fact, the campus has produced graduates and a number of them have passed the Licensure Examination for Teachers (LET) undertaken by the Professional Regulation Commission (PRC).

The respondents were asked whether they knew that CSPC offers programs accredited by the AACCUUP and, that the institution itself is certified by ISO. The questions were raised to determine whether the respondents were aware of agencies which measure and attest to the quality that an educational institution can provide to its students. Many of the respondents did not know that CSPC both had AACCUUP accreditation (53.9%) and ISO certification (43.5%). There is a notable want of knowledge as to the fact that CSPC's course programs are accredited by the ACCUUP, and only a few are aware that the institution is likewise ISO-certified. The figures mean that the respondents were not aware of the opportunity that they will receive quality education should they decide to enroll at CSPC. These facts are essential to be promoted since the respondents have echoed their aspiration to receive quality education.

### Promotional Activities

After having determined that there exists an apparent demand for the establishment of a CEC at Balatan and taking into account the answers of the students in terms of the value they place in education, their interest to enroll in college while at the same time taking into consideration their reasons for disinterest, their preferred courses to take, the perceived financial limitation that goes with it, their leaning toward enrolling in a public school, their awareness of CSPC as an institution of higher learning, and all other factors that may affect their decision in choosing their school.

It is at this point that the study will formulate the necessary activities to carry out in order to further promote the CEC at Balatan and thus secure the projected enrollment required for it to be financially viable.

**Promote as a state-owned HEI.** CSPC should capitalize on its being a state-owned institution. As may be surmised from the preceding discussion, the respondents of Balatan look forward to attending a public college/ university. Likewise, they would prefer to enroll in a public school (80.8%). This is owing to the anticipated financial constraints that the respondents see as the reason that their parents will not enroll them in college which, in effect, is the reason that they give for not having interest to enroll in college. As the school fees are subsidized in part by the government, CSPC will be able to offer college education to these respondents at affordable fees.

**Provide scholarships opportunities.** It is also wise to look into possible scholarship opportunities that may be made available to deserving students. This is in order to lift the financial burden off the families of these students and empower and encourage them to pursue tertiary education

**Enhance awareness on the benefits of ladderized program.** Also, it is noticeable that the courses preferred by the respondents (Education 19.2%, Engineering 15.9%) are likewise offered by the CSPC. In line with this, CSPC can best offer ladderized programs leading to these courses in answer to the preference of the students. Other courses that may be considered are Nursing, Food Service Management, and Computer Science. These courses have already captured the inclination of the prospective enrollees. Thus, in order to assure enrollees to the CEC, these courses are worthy of consideration.

Table 25. Perception of Respondents of CSPC as an Institution of Higher Learning

Indicators	Yes		No		No Response	
	Total	in %	Total	in %	Total	in %
Existence in Nabua	522	72.3	96	13.3	66	14.4
As state-owned	323	44.7	251	34.8	110	20.5
Familiarity with course offerings	170	23.5	418	57.9	96	18.6
Offers BEEEd in Buhi	258	35.7	314	43.5	112	20.8
Accreditation by the ACCUP	175	24.2	389	53.9	120	21.9
ISO-certified	258	35.7	314	43.5	112	20.8

**Administer entrance examination and career orientation in respective campuses.**

It is also wise to administer entrance exams to these students in their respective campuses. This will encourage more examinees since this strategy will reduce their expenses if they will go to the school for the examination. Hence, less number of days in giving entrance examination to applicants and examination results can be released earlier. Those who will be given entrance examination in the campus are walk-in applicants (i.e., transferees, graduates from other schools, etc.).

Additionally, conduct of career orientation will determine courses adaptable to them, within the comforts of their own "home."

All in all, the promotional activity should concentrate on packaging CSPC as an institution which offers in-demand courses at affordable fees being a state-owned institution, not to mention its capacity to provide quality education as evidenced by its being AACUP-accredited and ISO-certified, not to mention that graduates of the CSPC have clinched top ranks in national board examinations.

**CONCLUSION AND RECOMMENDATION**

Majority of the household earns a monthly income of P5000.00 and below, and income from agriculture (farming, fishing, and livestock); most of the income comes from either of the spouse, almost half source out drinking water from Level II source, mostly owns a toilet, majority goes to the rural health unit for their health needs, owns a home either having two (2) or more bedrooms with concrete flooring, and more than three-fourths source their information from television.

Almost all of the students set a high premium on education while most of the student prefers to enroll in Balatan if an extension campus is established. More than half consider financial constraint as the possible reason if they will not enroll in college. Quality education is the preference factor in choosing a school.

More than three-fourths of the students are aware of the existence CSPC in Nabua, and almost half are aware that it is state-owned higher education institution. More than half are not familiar with the course offerings, do not know that CSPC offers BEED in Buhi, not aware of accreditation by AACUP, while almost half are not conscious as ISO-certified.

Promotional activities can be developed to enhance awareness on the existence of the College, its program

offerings, and other accomplishments that reveals the quality of education being offered to its students.

An extension campus shall serve as catalyst that will lead to an academe-based economic development strategy of the municipality.

Prior to the full implementation of plan of action for the proposed extension campus, the following are some recommendations that may be best considered by both CSPC and LGU Balatan, to wit:

CSPC should package course offerings taking into account the preferred courses of the students. This is in order to be able to grasp their interest and consequently enroll at the proposed CEC. From the earlier discussions, the degrees leading to Engineering and Education are most preferred by the students. Other courses such as Nursing, Food Service Management, and Computer Science likewise captured the inclination of the students;

There is an imperative need to conduct a campaign promoting and re-introducing to the public the fact that CSPC is a state-owned institution, thus, a public school. This is crucial because most of the respondents were anticipating the financial constraints that would possible hamper their enrollment in college. Being enrolled in a public school means that enrollment and matriculation fees are more affordable. As the school fees are subsidized in part by the government, CSPC will be able to offer college education to these respondents at lower fees;

It is necessary to adopt an exhaustive marketing campaign to promote the program offerings of CSPC. This is to ensure that prospective enrollees are well-informed of the program offerings that are their available options;

All in all, the promotional activity should concentrate on packaging CSPC as an institution which offers in-demand courses at affordable fees being a state-owned institution, not to mention its capacity to provide quality education as evidenced by its being AACUP-accredited and ISO-certified.

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