

Factors Affecting the Decline of Enrolment of the Rizal Memorial Colleges: Basis for a Three-Year School Development Framework

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Abstract

This study intended to assess the factor affecting the decline of enrolment of Rizal Memorial Colleges: basis for a three-year development framework during academic year 2008-2009. The descriptive- normative study method utilized the teacher-formulated but validated research instrument in collecting the needed data for this is a fact- finding process. Moreover, various statistical tools were used in the treatment of the data in order to elicit valid and accurate answers to the establish major as well its corollary sub-problems. Likewise, the refined data were used in testing the research null hypotheses which level of confidence was set at .05 alpha in determining the significance of the difference. A total of three hundred fifty-four (354) third and fourth year level college student and sixty (60) faculty members from the tertiary level were the respondents of the study. From the data-based, following findings prevailed from this study, as follows: 1. The college student perceived and ranked the factors that affect the decline of enrolment of Rizal Memorial College as follows: 1.1 Student Factor earned a weighted mean of 3.05 or 61.00 percent equal to a descriptive rating of "Prevalent" ranked one and five tenths; 1.2 Teacher Factor attained a weighted mean of 2.99 or 59.80 percent equivalent to a descriptive rating of "Prevalent" ranked fifth; 1.3 Curriculum Factor garnered a weighted mean of 3.03 or 60.60 percent equal to a qualitative rating of "Prevalent" ranked third; 1.4 School- Environment Factor obtained a weighted mean of 3.05 or 61.00 equal to a descriptive rating "Prevalent" ranked one and five tenths; 1.5 Management System Factor got a weighted mean of 3.01 or 60.20 percent equivalent to a descriptive rating of "Prevalent" Ranked fifth. It may be gleaned further from the table that the over-all Perceptions of the college student earned a total average weighted Mean of 3.03 or 60.60 percent equal to a qualitative rating of "Prevalent" level. 2. The instructors perceived and ranked the factors that affect. The declined of enrolment of Rizal Memorial Colleges as follows: 2.1 Student Factor earned a weighted mean of 3.25 or 65.00 Percent equal to a descriptive rating of "Prevalent" ranked first; 2.2 Teacher Factor attained a weighted mean of 3.21 or 64.20 percent equivalent to a descriptive rating of "Prevalent" ranked Second; 2.3 Curriculum Factor garnered a weighted mean of 3.07 or 61.40 percent equal to a qualitative rating of "prevalent" ranked third; 2.4 School- Environment Factor obtained a weighted mean of 2.95 or 59.00 equal to descriptive rating "Prevalent" ranked fourth; 2.5 Management System Factor got a weighted mean of 2.92 or 58.40 percent equivalent to a descriptive rating of "Prevalent" ranked fifth. It may be gleaned further from the table that the over-all summarized perceptions of instructors on the factors that affect the decline of enrolment gained a total average weighted mean of 3.08 or 61.60 percent equal to a descriptive rating of "Prevalent" quality. 3. There existed a mean difference between the perceptions of the college students and instructors on the factors that affect the decline of enrolment of Rizal Memorial Colleges as follows: 3.1 Student Factor. A mean difference of .2 existed between the perceptions of the college students and instructors. However, the difference is insignificant because the t-test formula registered a computed t-value of .011793 which is lesser than the critical value of 1.960 at .05 alpha with 418 degrees of freedom. Therefore, null hypothesis 1.1-1 tested for the purpose is not rejected. 3.2 Teacher Factor. A mean difference of .22 existed between the perceptions of the college students and instructors. However, the difference is insignificant because the t-test formula registered a computed t-value of .013206 which is less than the critical value of 1.960 at .05 alpha with 418 degrees of freedom. Therefore, null hypothesis 1.1-2 tested for the purpose is not rejected. 3.3 Curriculum Factor. A mean difference of .04 existed between the perceptions of the college

students and instructors. However, the difference is insignificant because the t-test formula registered a computed t-value of .002376 which is lesser than the critical value of 1.960 at .05 alpha with 418 degrees of freedom. Therefore, null hypothesis 1.1-3 tested for the purpose is not rejected.

3.4 School Environment Factor. A mean difference of .1 existed between the perceptions of the college students and instructors. However, the difference is insignificant because the t-test formula registered a computed t-value of .005899 which is lesser than the critical value of 1.960 at .05 alpha with 418 degrees of freedom. Therefore, null hypothesis 1.1-4 tested for the purpose is not rejected.

3.5 Management System Factor. A mean difference of .11 existed between the perceptions college students and instructors. However, the difference is insignificant because the t-test formula registered a computed t-value of .006591 which is lesser than the critical value of 1.960 at .05 alpha with 418 degrees of freedom. Therefore, null hypothesis 1.1-5 tested for the purpose is not rejected.

4. There existed a mean difference of .05 existed between the summarized perceptions of the college students and instructors on the decline of enrolment of Rizal Memorial Colleges. However, the difference is insignificant because the t-test formula registered a computed t-value of .002975 which is lesser than the critical value of 1.960 at .05 alpha with 418 degrees of freedom. Therefore, null hypothesis 1.1-5 tested for the purpose is not rejected. In the light of the findings revealed, the following conclusions were drawn:

1. The college students perceived all the factors that affect the decline of enrolment as "Prevalent" and ranked accordingly as follows: one and five tenths: student factor and school-environment factor; third: curriculum factor; fourth school-environment factor; and fifth: teacher factor. With these findings, the researcher believed that there is a need to look into all these factors so as to make all these as "Not Prevalent".
2. The instructors perceived and ranked the factors that affect the decline of enrolment as "Prevalent" and ranked accordingly: first: student factor; second: teacher factor; third: curriculum factor; fourth: school-environment factor; and fifth: management system factor. It is therefore essential that all these factors be considered and be looked into so as to make all these as "Not Prevalent" factors.
3. That there existed "Insignificant" differences between the perceptions of the college students and the instructors on the five (5) factors that affect the decline of enrolment of Rizal Memorial Colleges because the computed values are lesser than the critical value at a certain level of confidence with a number of degrees of freedom. The findings signify that the perceptions and insights of both the two groups of respondents are identical in some level and degree.
4. That the "Insignificant" difference between the summarized perceptions of the college students and the instructors on the five (5) factors that affect the decline of enrolment of Rizal Memorial Colleges signify that both the two groups of respondents do not vary in their opinions in some level and degree. The null hypothesis tested for the purpose is not rejected therefore accepted.
5. A school development framework is therefore proposed to improve the status of Rizal Memorial Colleges in terms of student development, teacher development, curriculum development, school-environment development and m effective management so as to achieve the professed Vision, Mission and Goal. In view of the findings revealed and the conclusions deduced, the following recommendations were offered:

1. The administration should undertake an aggressive marketing and image-building program to reverse the "poor quality perception" of the school. This would mean that the school will have to undertake a massive makeover on the following areas: Improving the curriculum of the course and programs being offered; Improving the "package" of services provided to students; Providing support to a more articulated faculty development program; and Improving the school facilities and physical plant.
2. To provide a check and balance in the operations, the policy-making functions should be separate and distinct from implementation functions. Thus, as much as possible, there is a need to separate its functions.
3. Need to have a program to market and communicate the school to the general public.
4. Accreditation process should be given a priority as this will help in marketing the school to the general public.
5. Incremental and competitive pricing can only be possible if there will be an improvement of the "study package" that the school can offer to the students. This means having better facilities, an enriched curriculum, well trained and informed faculty.
6. There is a need to establish a more pronounced career Guidance program for graduating high school.
7. Efforts should be given on establishing linkages as a strategy- considering some limitation in resources. This may come in a form of faculty and student exchange.
8. There is a need to study and review the Rank and Promotion System described in the Manual- so that it can respond to the: "psychic needs" of the faculty.
9. There is a need for the establishment of an articulated Faculty Development Program as it will outline the policies involved in Improving the capabilities of the faculty in terms of instruction and research.
10. There is a need to convene a Curriculum Development Committee that will be composed of the Registrar and Academic Administrator to study and initiate plan of action for the offering of short-term TESDA courses and offering of new baccalaureate degree courses which are relevant with the needs of the of the community.
11. Linkages can be explored with RMC alumni who are working abroad, especially those in the academe. They can help out in getting books and instructional materials for free.
12. A three- Year School Development Framework is therefore essential to achieve the school's development

framework/plan and program. For future research, the following may be recommended: 12.1 The Management System of the School Administrators: Their implications For Effective School Development; 12.2 The Problems Encountered by the Private Schools in the Attainment of their Plans and Programs; 12.3 The Development of Private Schools Through Accreditation.

Keywords: Decline of enrolment; student factors; teacher factors; curriculum factors; school development framework

1. Introduction

What impact does the current global crisis have on education an industry widely considered as not-for-profit? How does the education sector remain service-oriented without going bankrupt in such economic conditions? Finance people are saying the worst is yet to come. International banks are on red-alert. Companies are cutting down on manpower. Entrepreneurs would rather hoard money than invest on new ventures. With the little money that most schools actually earn, how will they manage? Rizal Memorial Colleges today is confronted with overwhelming problems due to inflation and public demands; one of which is maintaining institutional quality so as to attract students to enroll and pursue their education. The task of developing and implementing plans falls largely on the shoulders of the heads of schools-president, principals' owners- and in time of economic uncertainty, every centavo counts, every centavo saved can go a long, long way. Another problem is that school administrators forego long planning and concentrate on survival. How? To increase enrolment despite all odds! Like many Rizalians, the researcher also dreams of a better Rizal Memorial Colleges (RMC). Like other concerned RMC officials, the researcher wonders what the future will be for everyone. DuGuay (2005) stated that in international scene, some universities foresee their enrolment would drop by almost 15 percent over the next 10 years. In a recent survey, The Provinces Higher Education Commission in the United States (Research Journal, 2000) found that the number of undergraduate students dropped 4.5 percent between 2006-2007 and 2004-2005, when enrolment reached an all-time high. The study further claimed that the enrolment will likely continue to fall and it cited a number of factors including: lower tuition fees, increasing demand for community college, strong economy luring university-age adults into workforce and record level of out-migration. Cost appears to be a big factor When deciding on a university. Hundreds of students from the Regions are attending the University in Newfoundland, where tuition costs are considerably less than those at mainland schools. "Money matters for students," said Commission Executive Director Murielle DuGuay, adding that may not necessarily be the case for students from outside the region (Ibid). Recently, the United Nations Educational, Scientific and Cultural Organization (UNESCO) National Commission of the Philippines reported a measly 22 percent overall student survival from 1st to 4th year college. In June 2004, the Wallace report revealed that the dropout rate in college is at a staggering all-time high of 73 percent.

1.1 Rationale of the Study

A news report by the Commission on Higher Education (CHED) (2005) shows that the number of tertiary populations in school year 2002-2003 was 2.4 million compared to 1.87 million in 1994-1995. It cites however that while state institutions had their population soar by 415, 972 (from 399,623 to 815,595 during the same period), private colleges and universities could only absorb an additional 139,357 enrollees (or from 1.472 million to 1.611 million). In 1997, enrolment in private tertiary schools grew by 6.47 percent. In 2002, however, the figure plunged drastically to 2.8 percent. Enrolment figures in private schools fell by 46,354 in school year 2002-2003 from 1,657,735 in the previous years. The exodus of college students from private schools to state universities and colleges (SUCs) over the last two decades

is also evident in other CHED records. In 1980, only 10 percent of college students were studying in SUCS. By 1994, the number went Up to 21 percent and in school year 2002-2003, it already accounted for 34 percent of tertiary population. Rizal Memorial Colleges, located at Lopez Jaena Street Davao City Region XI of Southern Mindanao, is one private institution which is gaining prestige over a period of 60 years since it was first established in 1948. Guided by the dream of Dr. Jose Rizal, to make available widespread educational opportunities to all, Rizal Memorial Colleges continues to make concrete steps in developing students into becoming competent and productive members of society and in promoting the government's program of nation- building. Today, RMC has its basic education programs re-accredited at Level II and three higher education programs, Education, Liberal Arts and Commerce/Business Administration re-accredited at Level II and its Graduate program is at Applicant status or Level I. In the past years, RMC Registrar's record shows that the school has been declining in its enrolment. From more than 3,000 college enrollees during the 1980's to 1,000 in 2008.

The researcher therefore who is the Acting Registrar of Rizal Memorial Colleges was prompted to assess the factors affecting the decline of enrolment, as basis for a three-year school development framework.

The researcher also believed that managerial empowerment is the critical ingredient to reforming and strengthening RMC and to facing the problems at hand.

1.2 Research Questions

This study intended to assess the factors affecting the decline of enrolment of Rizal Memorial Colleges: basis for a three-year development framework during academic year 2008-2009.

Specifically, it endeavoured to seek answers to the following corollary sub-problems:

1. How do the college students perceive and rank the factors that affect the decline of enrolment of Rizal Memorial Colleges in terms of:

1.1 student factor,

1.2 teacher factor,

1.3 curriculum factor,

1.4 school environment factor, and 6.1.5 management system factor?

2. How do instructors perceive and rank the factors that affect the decline of enrolment of Rizal Memorial Colleges in terms of:

2.1 student factor,

2.2 teacher factor

2.3 curriculum factor,

2.4 school environmental factor, and

2.5 management system factor?

1. Is there a mean difference between the perceptions of the college students and instructors on the factors that affect the decline of enrolment of Rizal Memorial Colleges in terms of:

3.1 student factor,

3.2 teacher factor,

3.3 curriculum factor,

3.4 school environment factor, and

3.5 management system factor?

4. Is there a difference between the summarized perceptions of the college students and instructors on the five (5) factors that affect the decline in enrolment at Rizal Memorial Colleges?

5. Based on the findings of the study, what three -year school development framework may be proposed?

2. Literature Review

Strategies for Success in the Management System for Schools

Wohlster and Mohrman (1993) remarked that school leaders across the nation are exploring ways to better educate students and improve school performance. School-based management (SBM) offers a way to promote improvement by decentralizing control from central district offices to individual school sites. It attempts to give school constituents-- administrator, teacher, parents and other community members-- more control over what happens in schools. Endorsed by many organizations, including the National Governor's association, SBM is being tried in district of varied size and wealth.

They stated further that decentralized management has a longer history in the private sector, however. For several decades, Organizations have been implementing "high-involvement management," a practice that like SBM decreases centralized control to encourage self-management by employees. Studies of decentralization in the private sector suggest that high-involvement management is most appropriate in organizations where the work (like teaching in schools) is complex; is best done collegially or in teams; involves uncertainty in its day-to-day tasks; and exists in a rapidly changing environment.

Moreover, research on the private sector also points out that control over four resources needs to be decentralized throughout the organization in order to maximize performance improvement:

- power to make decisions that influence organizational practices, policies and directions;
- knowledge that enables employees to understand and contribute to organizational performance including technical knowledge to do the job or provide the service, interpersonal skills, and managerial knowledge and expertise;
- information about the performance of the organization, including revenues, expenditures, unit performance, and strategic information on the broader policy and economic environment; and
- rewards that are based on the performance of the organization and the contributions of individuals.

School-Based Management

School-based management is an organizational approach that expands the local school site responsibility and authority for the improvement of school performance. Ideally, it provides local mechanisms for the introduction of new approaches to education that result in enhanced outcomes and that better fill the needs of the local community (Odden & Conley, 1992). The implementation of SBM represents a fundamental and systemic organizational change to increase the local presence of four key resources: power, information, knowledge and skills, and performance-based rewards. In schools, SBM has been approached largely as a political phenomenon involving the transfer of power to local councils.

Studies of decentralization in the private sector, however, have indicated that decentralization of power is most likely to lead to performance improvement if accompanied by organizational changes that enhance the information, knowledge and skills of local participants and that align the reward system with clearly articulated desired outcomes. This policy brief recommends that states and local districts become active in creating the conditions for effective implementation of SBM.

Higher Education Finance Issues in the Early 1990s

Odden and Massey (1992) discuss key financing issues facing American higher education, which greatly affect the management system of schools, including:

- the future federal role in postsecondary education;
- the role of research at higher education institutions;
- the fate of state financial support of higher education in light of competing concerns such as K-12 education, health care, and criminal justice systems;

- the changing role of colleges and universities in the face of shrinking budgets; and
- the responsibilities of students and families in the face of rising tuition and other costs.

The paper concludes with recommendations for how federal, state, institutional, and family roles in financing higher education might be changed to better meet the needs of today's social and economic climate.

Funding Schools and Universities: Improving Productivity and Equity

Drawing on research conducted by the Finance Center of CPRE and other current research, Hauptman (1993) stated that this specific report discusses trends in education funding over 40-year period (1950-1990). It describes how education dollars are spent; identifies reasons for increases in the cost of education; and offers some observations on the education productivity problem. The report also addresses equity issues at both K-12 and postsecondary levels and suggests ways to improve educational outcomes, productivity, and equity.

Issues and Strategies in Systemic Reform

Fuhrman and Massell (1992) expressed that since the late 1980s, support has been growing for a "systemic" vision of reform which would pair ambitious, coordinated state policies with professional discretion at the school site. Policymakers at all levels of government, as well as associations, foundations and national agencies support this approach.

The paper highlights issues and strategies which characterize the unfolding of systemic reform in the United States. Drawing from research on state reform efforts conducted over several years by the Consortium for Policy Research in Education, the report addresses questions such as:

- What vision drives systemic reform?
- How is political support for systemic reform built and maintained?
- How can "bottom-up" reforms be incorporated with state-led curriculum guidance?
- What are the equity implications of systemic reform strategies?
- Can systemic reform efforts withstand financial pressures?

When the Organization is in Turmoil, what should the School Manager do?

Consortium for Policy Research in Education (2008) stated in their news and articles that it is a never-ending saga as each day another firm announces a buyout, a downsizing, and a reorganization. With new accounting rules, companies are often forced to re-examine and restate earnings, trouble for any organization. Competitive pressures force organizations to continually evaluate strategy and adjust accordingly. On top of that, the question of management ethics keeps raising its ugly head.

Moreover, the article remarked that even when there are no public issues, private problems can proliferate. Management conflict, demands for better results, cost challenges and a host of problems seem to be far more the norm than in the past. There are problems because the grapevine is working overtime, the boss jumps when the phone rings, new restrictive policies are announced, a hiring freeze is instituted, in fact, it never seems to end. The fact is even though your patch of the world may be efficient and productive and you may be quite sure your work is appreciated, you cannot be over confident. In these types of situations there is no place to run or to hide. But, if you are alert to the fact that change is in the air, there are some strategies you can adopt that, at least, increase the odds you will survive.

CPRE (Ibid) stated that the first and most important piece of advice is: get on with the work, even try to increase the productivity and maintain a confident optimistic attitude (even though one would like to scream). It is a sad fact of corporate life that in times of turmoil managers tend to look for bodies to throw to the lions, even when no official downsizing is taken place. This "survival of the fittest" can take some nasty turns. Employees wasting too much time swapping rumors, burning the email and looking outside for jobs via the Internet (which companies can now monitor) can become easy targets in a crisis.

CPRE (Ibid) presented the following tips to guide the employees in times of crisis in the organization, as follows:

- Be cautious about soliciting information from others. You never know who is entirely trustworthy when the group is on the edge of a crisis.
- One should move closer to your boss. When things get tough, expectations can change quickly so establish even better communications
- As the situation gets hotter, it is always a good idea to keep your name out of the grapevine, except if you have some successes to share at every level. Sharing speculations with others is not a good idea. Unfortunately, too high a profile in tough times can lead to disaster.
- As a leader you will get dragged into the turmoil, make should consider racing your outside, but yourself a source of comfort and empathy. Let people know you are sympathetic to their concerns, even though you don't have any real answer. The point is established yourself as someone who absorbs the discontent, rather than one who inflames the situation with more rumors and speculation. Your managers will appreciate this and you will be credited with good leadership capabilities.

Be realistic. Depending on the situation, assuming you will survive may not be realistic. The controlling agent in a layoff may be someone who has no clue as to who you are and how well you perform. Sometimes firms draw up a set of criteria and manage layoff decisions through a committee. That could mean that some of the intangibles that make you successful receive little or no consideration or the situation may be such that your projects, your skills and your knowledge, as well as that of your peers, may no longer fit the company. That may mean if you are seriously concerned about your job, you should consider raising your visibility outside, but carefully.

Finally, keep your eyes open. Focusing on your job should not prevent you from monitoring what is going on throughout the organization. In fact, there may be new opportunities you may miss by being too focused on surviving. In summary, keep all options open.

Personal Branding - A Primer for School Effectiveness

Novikova (2007) stated that the primary principle for the school manager is to think of the school as a brand, and separate it in ways that stand out from the competition.

There are two societal trends that drive the idea of creating a personal brand:

1. The new world of work - In the past work included loyalty and reliance on a stable work force. Today the drivers are competition, globalization, and internet. Companies value innovation and innovation comes from creativity.
2. Economics -Today's worker wants to be recognized for uniqueness. Faith Popcorn, a futurist, says that "we are not happy to conform. We want to show our individuality and crave recognition for our unique value". The intersection of these two societal trends is personal branding. Personal branding is permission to be yourself. From this point forward, use what makes you valuable, unique and outstanding to reach success.

Personal Branding follows three steps:

1. Step 1 is to extract and uncover what makes you unique and relevant to the company or your target audience.
2. Step 2 is the express stage. Here, you communicate your message to create visibility for success.
3. Step 3 is the exude stage. This helps to show that everything relates to a brand environment and sends the same brand message to everyone and everywhere.

Look at your goals- must be **SMART**: specific, manageable, achievable, realistic and timely. Goals are in the extraction phase because they give your brand a direction. You need to know where you are going.

In branding, consider yourself (your attributes), your competition, and your target audience.

Goals require knowing yourself and understanding what you want to achieve.

Test your goals by writing them down. Set your goals high, and read, review, and revise them periodically. Break milestones into tasks and put the tasks into a to-do list.

Your **Vision and Purpose** are also in the extract phase. It helps you unearth who you are and helps you understand yourself.

Vision is how you see the world, the vision of your world, what you want to contribute. Think about a world problem, what frustrates you or what you think about, what motivates you?

Purpose is more tangible. Now, examine what you can do to actually turn your vision into reality. Listen to what other people, who touched you, say about how you contributed to their lives.

Values are your guiding principles. Violating them causes anger. If our vision and purpose are congruent with values, we are energized.

Passion is very important. If we can connect to a passion of what we want to do we are much more content with our lives.

Vision and Purpose provide the big picture. When you connect these with your values and passion, you will be successful.

Even though personal brand is all about what is unique about you, it is also in the hearts and minds of others in the way that they perceive you, what they think of you. We all have both positive and negative brand attributes, which can be determined by those who know us (Novikova, Ibid).

Next is to examine the **target population**;

Look at demography: age, ethnicity, location, etc. Then look at the psychographics to help determine how you can reach them. Think about organization, location, industry, department, and who are the influencers within any organization.

You need to know about the **competition**;

How is the competition different from you and is it similar? You need to differentiate yourself from the competition. Unearth your value by asking yourself what do you sell? Describe your differentiators. If a differentiator is not unique it is a commodity that competes on price. You do not want to compete on price, you want to charge a premium for what you offer.

The Extract Phase

- Identify all the strengths that support your goals.
- Identify all your weaknesses that prevent you from your attaining goals.
- Look at all the opportunities, many of which have not been previously considered and how you can create opportunities to leverage your strengths.
- Examine what are the things that get in the way and prevent you from achieving your goals. Identify all threats, some of which may be beyond your control.

Sample Attributes to use to develop brand statements

- Enthusiastic, international, supportive, positive;
- Ask yourself if your personal brand statement is relevant to your target audience, is it intriguing, is it interesting, is it easy to say, and is it understandable? No jargon, no abbreviations. Is it consistent and constant, and differentiates you from everyone else? Do you constantly have to refine and change it over time?

Express Phase

How you communicate your brand and how to create visibility and get the message out. You will have to develop a communication wheel.

Consistency: you are always the same and **Constancy:** you are always visible to your target audience.

Clarity: it has to be clear and easy to understand. Communication wheel is different for everyone.

You need to use the same messages throughout all your communication no matter what vehicle you use.

Your communication vehicles include: newsletters, articles, speaking engagements, blogs, a website, and volunteer work.

You can save time and use consistent messages over and over again. You need to ensure that all your communication has credibility and visibility. The target audience needs to see you and you need to get their attention. solicit testimonials from clients, former bosses, customers, colleagues.

After you develop your communications targets **develop a media plan**. Look at each communication channel and do your research. If you write an article do not just write it for one newspaper, send it to other editors. If you speak to a group, find out what other groups are there who are interested in similar topics.

Awareness: you want to be relevant, and want to create an emotional connection. Become visible through a websearch, google, referral, articles, announcements, organizations meetings etc. Always build in a call to action to every communication material.

Move from awareness to consideration. Strive for credibility, clarity, understanding, proof in the consideration phase. You want to give details and proof. Then you want to move to trial, you want to Provide a good experience and validate everything you communicated to them.

Trial: Give them options if you want to do this or if you want to do that? Confirm that you are the right service. You need to have an online identity, either through a website, blog, newsletter, email campaign, signature line, newsgroups, e-lists, downloadable tips, books, seminars, tele-seminars, business networking groups.

The Exude Phase

When we set the gem in the setting, this is **your brand environment**. Your style and how you look reinforces your brand, appearance is your surroundings, your vocabulary, your colors, your font and your professional network is all part of your brand environment. Everything that surrounds you is your brand environment. Make sure it is congruent and consistent with your message. Is it consistent with your brand? It will help you build your brand message

What is your brand identity system?

Your brand environment is made up of your identity system, your surroundings, your appearance, your professional network and it all transmits a message

You need to have a brand identity system that reinforces your brand attributes, create recognition, supports consistency, and helps you stand out.

Use it everywhere: stationary, website, logo, voicemail, newsletter, portfolio, blog, email signature, thank you, business card.

Your brand identity is your visual vocabulary, it supports recognition, helps you to stand out.

Professional networks extend your brand. All winning brands are connected to a group of resources for mutual benefit. #1 rule is to give to everyone and everywhere. Networking can be focused and coordinated.

Build your network; speak to a group, use blogs, e-lists, newsgroups, organization, better to be a lead in one or two organizations than to belong to 10 and go once a year.

Ask how you can help them? Connect your network with others, share articles, invite them, send them a note, congratulate them, give them a free coaching or resources or some giveaway, share articles, send them a link, online network, academy, linked in, ryze. Go for quality and not quantity. Stay the same and give the same message. Build partnership, collaboration builds creativity. Branding is not a one-time event, winning brands

are built over time, requires, focus, patience, feedback from others and it evolves. All brands have to be authentic; it has to be you.

Factors That Affect College Enrolment

Manski and Wise (1993) presented a key point, namely that the enrollment process begins with the student's decision to apply to college. This is much more important than the decisions made by college admissions personnel, since most would-be college students are likely to be admitted to some postsecondary institution of average quality.

Jackson (1988) reported that in 1972, more than 97 percent of college applicants were admitted to some to at least one of their top three choices. The factors of greatest interest, then, are those that cause the student to seek to enroll.

Both Manski and Wise (1993) and Rouse (1994) find that individual traits such as achievement levels, high school class rank, and parental education levels are of primary importance in determining the likelihood of a student's applying to college. They state that higher family income levels increase the probability of application as well, but to a lesser extent.

Manski and Wise (Ibid) also cited that a "peer or high school quality effect", such that the larger the share of a high school senior's classmates who attend 4-year schools, the more likely he or she will be to do the same.

A recent NCES report (1997) describes the relationship among six risk factors (such as changing schools two or more times) and PSE attendance rates. St. John and Noell (1989) and St. John (1990) draw similar conclusions from the NLS72 and HSB data sets. St. John and Noell state that certain "social background variables" appear to make college enrollment more likely. These include higher test scores, higher grades, higher maternal education levels, 3 and family income, as cited by Manski and Wise and Rouse (Ibid). Other key variables include participation in an academic track during high school and "high postsecondary aspirations," as measured by students' reporting of the highest level of schooling they expect to achieve.

Hossler and Maple (1993) find that parental education levels have a stronger factors that researchers have found to be significant include the level of parental encouragement (Hossler, Bracton, and Coopersmith, 1989) and students' own expectations about the college decision.

Jackson (1988) concludes that test scores, grades, taking part in a college preparatory program, and attending a school with many college-going peers are the student attributes most important for college enrollment.

Kohn, Manski, and Mundel (1986) report that parents' education level has a positive effect on a student's likelihood of enrollment, but state that this effect decreases as family income. A number of researchers have examined the effects of family income levels on college enrollment. Manski (1992) concludes that there are "persistent patterns of stratification of college enrollments by income." Both Manski (1992) and Kane (1995) present census data for multi-year periods that show, for ascending income levels, a steadily increasing percentage of 18 to 19 year old dependent family members enrolled in college. Using the same data source, Cloffelter (1991) and Mortenson and Wu (1990) cite positive income effects for the 18- to 24-year-old group as well. Hauser (1993) finds large family income effects on college enrollment for White and Hispanic families, but he finds no such effects for Black families.

Johnstone stated that (1992) tuition fees are charges levied upon students, or upon students and their parents, that cover some portion of the underlying costs of higher education. Tuition fees are related to the institutional costs of instruction and thus, distinct from charges related to the costs of student living, or maintenance - e.g., room, board, laundry, transportation-even though such maintenance charges may also be levied upon students or parents by the institution if it operates dormitories and dining halls, and even though the student or family, as paying parties, may not differentiate between these charges. Occasionally, particularly in the United States, an attempt is made to differentiate between "tuition" and "fees," with such as registration, access to computers, or admittance to institutionally-sponsored athletic and cultural events. This section will treat all

such charges -- provided they are not discretionary and are not related to student maintenance costs such as room and board-- as "tuition fees."

Thus, the principal issues surrounding tuition fees relate to the division of the burden of covering instructional costs between the government, or the taxpayer, on one hand and the parents and/or students on the other. This paradigm applies equally to private higher education sectors, where governments (taxpayers) can choose to subsidize private universities directly, presumably promoting lower tuitions for all, or to subsidize only needy students, allowing institutions to recover full costs from those who can pay, while maintaining access to those whose parents cannot or will not pay.

High School Achievement A Result of Effective School Leadership

Lilia Vengco, former principal of La Salle Greenhills and La Salle Canlubang for the Philippine Star on Dec. 4, 2008 has written that "The success of any organization lies on the effectiveness of its leader. Much like any other institution or company, schools need strong leadership in order to excel. Schools with strong leadership promote good teaching and high level of learning. Effective school leaders recognize and assume a shared responsibility not only for students' intellectual and educational development but also for their personal, social, emotional and physical development. Moreover, effective school leaders collaboratively create a vision of success for all leaders and use their skills in communication, cooperation, and community building to ensure that the vision becomes a reality.

What makes an effective leader in education?

Effective school leaders share the following qualities:

1. They have a vision for success.
2. They set high expectations for student achievement.
3. They build capacity for leadership.
4. They demonstrate ethical and moral leadership.
5. They nurture and support a learning community.
6. They acknowledge and share responsibilities for the high academic achievement of all students.

What is good leadership made of? In today's climate of great expectations, school leaders especially principals are the focus on improving teaching and learning. They need to be educational visionaries, instructional and curriculum leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special program administrators and expert overseers of legal, contractual and policy mandates and initiatives.

A Big Load to Carry

The job requirements sound overwhelming. But they also signal that the field has begun to give overdue recognition to the critical role and mounting demands on school principals. But are present and future principals getting the professional preparation they need to meet them? (Vengco, Ibid).

Growing consensus on the attributes of effective school principals shows that successful school leaders influence student achievement through two important pathways - the support and development of effective organizational processes. This consensus is increasingly reflected in preparation and licensing requirements, which generally subscribe to the knowledge, skills, and dispositions of school leaders.

Evidence suggests that, second only to the influences of classroom instruction, school heads make a strong impact on student learning. Principals' abilities are central to the task of building schools that promote powerful teaching and learning for all students.

In recent years, research has reinforced the critical nature of the principal's job, of which there are three aspects:

1. Developing a deep understanding of how to support teachers
2. Managing the curriculum in ways that promote student learning.
3. Developing the ability to transform schools into more effective organizations that foster powerful teaching and learning for all students.

Moving to Improve

Principals who participated in a preparation program that is concept-driven and consisting of a yearlong and carefully mentored program received higher performance evaluation ratings by supervisors and were perceived by teachers as being more effective in managing their schools.

It is therefore important that closer links should be made between teacher preparation, administrator preparation, and administrator professional development in order to provide a continuity of learning experiences framed around the principles of effective teaching and instructional leadership".

Academic Excellence

In an issue in Malaya (2006) it was presented that research in higher education does not and cannot stand alone. It must be complemented by the excellent delivery it has accumulated over the ages as well as new knowledge unearthed through research; this is the teaching function of universities and colleges. Under Philippines national educational policy, the third requirement for academic excellence is the practical use of research findings to improve the quality of human life; this is termed extension. For higher education institutions to be considered centers of academic excellence, they must show superior performance in all three areas. However, in actual practice and for convenience, they are rated separately in terms of the three broad categories in higher education. The common factor that ensures the attainment of academic excellence, assuming the existence of adequate academic climate on the campus is the faculty. The faculty is the most important single factor that makes or breaks the university.

This is too obvious an observation that many presidents and boards of trustees of large universities in the Philippines, based on the actual academic status of their faculties have failed to realize this fact.

Lest too much blame is pointed to school administrators, that the faculties could also be at fault. Faculty associations or faculty unions, in particular, in their overzealousness to protect the employment of their members, may have allowed incompetent faculty members to attain tenures, thus propagating a culture of mediocrity on university campuses. The result is that the university becomes a mere employment agency instead of an academic institution of the highest standards. These faculty (and staff) organizations need to be evaluated whether or not they, in fact, have been a hindrance in the development of universities into globally competitive academic institutions.

2.1 Related studies

Foreign

Malcomson (2007) expressed that continued falling enrolment is casting a deep and darkening shadow over B.C.'s K-12 system. Its toll is captured in a nearly-daily of threatened school closures, grade and program reconfigurations and a rising tide of public anger over the loss of services long taken for granted in local communities. This past year, the number of school-aged students enrolled in public schools fell by 11,380. Since 2000/01, B.C. public schools have lost close to 50,000 students more than nine per cent of the total. There are as many local variations in this scenario as there are school districts. However, the net loss of students is something experts expected to continue for at least eight more years.

Falling enrolment is not a new phenomenon. B.C. student's counts fell through much of the 1980s in the face of a sagging economy. However, the years after Expo '86, with an improving economy and increased

population growth, B.C.'s public schools turned an enrollment corner. Over the course of the following decade, provincial enrolment rose by a third, cresting in 1997-1998. After that, provincial student counts plateaued briefly before resuming a downward trend (Malcomson, Ibid).

R.A. Ferchat, Pres., Northern Telecom Canada (2007) stated, "Our educational institutions must provide the training required to contribute to and advance our modern, technological capability. Study after study points up our inability to motivate young people to even attempt the disciplines of the sciences". There are two root causes for the decline in enrolment in the technology programs of the Colleges of Applied Arts and Technology in Ontario, namely:

The first is the lack of appreciation by Canadians of the role that science and technology play in the economic performance of a country or province. This lack of awareness of the importance of science and technology results in parents and the education system neglecting to instill in children, from a early age, a respect for, and an understanding of the role that science and technology plays in their daily lives, or the impact science and technology will have on their future economic well-being. Children are not encouraged to consider a career in science and technology, but rather are encouraged to consider careers in business and the service sector.

Local Studies

The United Nations Population Division and Statistics Division, United Nations Educational, Scientific and Cultural Organization and UNESCO Institute of Statistics and United Development Programs (2003) in their research on Philippine education stated that private sector has been major provider of educational services, accounting for about 7.5% primary enrolment, 32% of secondary enrolment and about 80% of tertiary enrolment. Private schools have proven to be efficient in resource utilization. Per unit costs in private schools are generally lower when compared to public schools. This situation is more evident at the tertiary level. Government regulations have given private education more flexibility and autonomy in recent years, notably lifting the moratorium on applications for third and fourth years with English, mathematics, and natural science at the option of the school, and by issuing the revised Manual of Regulations for Private Schools 1992.

Magno's (1984) study on the evaluation of Rizal Memorial Colleges as basis for a proposed five-year development towards University status, 1984-1988, presented the following recommendations:

1. Rizal Memorial Colleges' goals and objectives are found to be relevant to the national and regional development goals in Region XI, Southern Mindanao. It is recommended that RMC should adhere strictly to the effective implementation of these goals and objectives to serve as guides towards a university status.
2. RMC should not only focus its goals and objectives towards national development but should also include the development of professional leadership. It is recommended that RMC should expand its mission goals and objectives, embracing a wider range of commitment for national development, not only in terms of vocational, technical, livelihood skills, but also in terms of high-level professional and intellectual uplift of the nation.
3. There should be a continual assessment of the relevancy of RMC's goals and objectives in the light of national goals to meet the changes and challenges of the time.
4. RMC should not rest on its satisfactory level of institutional profile in terms of the eleven components required of a college. It is recommended that RMC should strive to improve this profile to very satisfactory and ultimately towards excellent level if the institution aims for a university status.
5. RMC aims for a university status of a five-year plan of development. RMC should therefore, propose a five-year development plan towards a university status and must be implemented. This educational development plan should support the popular concept of educational planning which is "the expansion of the facilities of instruction to meet the number of needs of the clientele and the diversification of learning experience to suit the demands of the society".

In a study conducted by the Education students (2008) on the factors affecting the decline of enrolment of RMC, the researchers proposed the following recommendations:

1. That the faculty members to be effective should be given opportunities for continuing personal and professional development. A policy of fair and equitable distribution of teaching assignments, together with clear incentives for promotion should be present in the institution to attract and retain qualified teachers in the service.
 2. Adequate administrative measures must be undertaken for effective classroom instruction which include among others the following: updating of course syllabi, faculty seminars and workshops, regular evaluation of faculty performance and constant monitoring of faculty relative to their educational growth.
 3. A well-organized, properly administered and adequately staffed program of student personnel services must be provided. Among others are the following: adequate services such as medical and dental services, canteen, dormitory, physical facilities, guidance programs and services, student assistance program, and co-curricular programs and activities.
 4. That the entrance fee for admission must be re-considered if not reduced to make it affordable; to pull or attract enrollees from all sectors of life.
 5. The administration officers should have the ability to meet external and internal pressures; should have a sense of social awareness and civic consciousness; should attend to systematic long-range planning; should be alert to opportunities for inter- institutional cooperation; should have adequate and effective communication and harmonious inter-relationships; and should have sensitivity to the needs of employees and clientele.
 6. The school community should have adequate knowledge and information about its natural and social environment, its needs, problems, and resources, so that it can help harness community resources to satisfy the needs and solve the problems of the community. In this way, the community will also become supportive to the programs of the school.
 7. Adequate and accessible facilities for the students must be provided and properly maintained, such as the following: toilets, laboratory (speech, science, computer, etc.) classrooms, offices (staff, faculty and student organizations), athletics, buildings, library and the campus in general.
 8. That a students' record/information must be constantly reviewed in consideration with the economic status of their family. This should become the bases in planning and in considering tuition increases and other fees. Thorough research must be conducted before any monetary consideration is imposed.
 9. Career Guidance and other promotional programs must also be conducted for the information of the community; to know the programs and present status of the school.
 10. The administration thru its Vice President for Academic Affairs must consider the opening of new courses that are needed both in the local and global communities.
 11. That a systematic subject/time scheduling must be considered to lessen "dissolved subjects/schedules" that usually discourage students because of time conflict.
 12. That school policies and regulations must be reviewed and must be presented to and accepted by the general student body. They must be implemented fairly.
- Ramota (2005) stated there is an exodus from private to public which greatly affect enrolment.
- In the 2008 National Educators Congress which started last December 2, 2008 in Baguio, Education Secretary Jesli A. Lapus stated in his keynote speech that "there is a need to strengthen the managerial skills of educators". Lapus also called for intensified leadership among educators to perform even better... In finance and administration, he cited "new procurement system, more efficient and more effective checks and balances". He also said that "English programs should be strengthened to improve the performance of students".

Relations to the Present Study

All previous foreign and Philippine studies have close relations to the present investigation, in that their main purposes and objectives were related to factors that may affect the decline in enrolment.

Difference from the Present Study

All studies abroad and in the Philippines differ from the present investigation in the following dimensions: subject respondents, content, venues, and period of study. Moreover, there might be variations in the researcher's title of the study.

3. Research Methodology

3.1. Research Design

The descriptive-normative survey was used to investigate the major problem and its corollary sub-problems in this study. The aims of the descriptive method, according to Sevilla (1992), are to describe the nature of a situation as it exists at the time of the study and to explore the causes of a particular phenomenon.

Aquino (1992) stated that survey research typically employs a questionnaire in order to determine opinions, attitudes, preferences, and perceptions of interest to the research.

3.2. Respondents

A total of three hundred fifty-four (354) third and fourth-year level college students and sixty (60) faculty members from the tertiary level were the respondents of the study.

Table 1. Distribution of the number of subject-respondents involved in the study

Subject Respondent	Population	Number of Cases	Percentage
College Students	354	354	100%
College Faculty Members	60	60	100%
TOTAL	414	414	100%

3.3. Instrument of the Study

Its Preparation. The researcher, with the assistance of her thesis adviser, prepared/structured the self-made research instrument in lieu of a standardized instrument. The research tool was based on the various related readings/references, which were validated and patterned after a checklist-rating scale questionnaire. reviewed, intimidated, and patterned after a checklist-rating scale questionnaire.

Validation: The prepared questionnaire was subjected to a pilot test among five (5) faculty members and twenty (20) third- and fourth-year college students from another college. The results were carefully collated and submitted to the Thesis Committee for corrections and validation. The items were carefully analyzed based on the validation results.

Administration. The researcher administered the questionnaire with assistance from the school guidance counselor to facilitate a smooth testing process. A one hundred percent (100%) retrieval of the completed survey questionnaire was achieved.

Scoring. The researcher personally hand-scored the completed questionnaire to avoid biases. After scoring, the results were tallied and tabulated, then submitted to the statistician.

3.4. Data Gathering Procedure

The researcher prepared a request letter for permission addressed to the President of Rizal Memorial Colleges through channels to conduct a survey to the third- and fourth-year level college students and college faculty members. The data gathered were used in the realization of this research work entitled "Factors Affecting the Decline of Enrolment of Rizal Memorial Colleges: Basis for a Three- Year School Development Framework". The researcher with the assistance of her thesis adviser prepared the research tool.

3.5. Treatment of the Data

For valid, reliable, and accurate interpretation and analysis of the data, the following viable statistical tools and formula were employed:

1. Weighted Mean. This tool was used to have an accurate assessment on the factors affecting the decline of enrolment of Rizal Memorial Colleges. Its formula was as follows:

$$\bar{X}W = \frac{TWS}{N}$$

N

Where:

$\bar{X}W$ = Weighted Mean

TWS = Total Weighted Score

N = Number of Cases

2. Mean Percentage. This tool was used to show the relationship between magnitudes, particularly in indicating how many items are rated following the verbal interpretation. The formula was as follows:

$$\bar{X}\% = \frac{\bar{X}W}{P} \times 100$$

Where:

$\bar{X}\%$ = Mean Percentage

$\bar{X}W$ = Weighted Mean

P = Point

100 = Constant

3. Criterion Continuum. This tool was arbitrarily established by the researcher. The responses were categorized into five (5) points with the scales based on the Likert-type scale (Selltitz, 1987:366) and their corresponding ratings:

POINTS	SCALES	DESCRIPTIVE RATINGS
5	4.21-5.00	Very Prevalent (VP)
4	3.41-4.20	More Prevalent (MP)
3	2.61-3.40	Prevalent (P)
2	1.81-2.60	Less Prevalent (LP)
1	1.00-1.80	Not Prevalent I (N)

Scales	Descriptive Equivalent	Interpretation
4.21-5.00	Very Prevalent	These were manifested/observed significantly on all occasions.
3.41-4.20	More Prevalent	These were manifested/observed on most occasions. However, there were times when these were not strongly felt and observed.
2.61-3.40	Prevalent	These were felt and observed occasionally.
1.81-2.60	Less Prevalent	These were slightly felt and observed and totally became non-existent.
1.00-1.80	Not Prevalent	These were totally non-existing.

4. Standard Error of Difference between Means. This tool was used to determine the difference between the two variables' means. (Downie & Heath, 1998). The formula was as follows:

$$S_{D_{\bar{X}}} = \sqrt{\frac{\frac{\sum x_1^2}{n_1} + \frac{\sum x_2^2}{n_2} - 2}{n_1 + n_2 - 2}} \left(\frac{1}{n_1} + \frac{1}{n_2} \right)$$

Where:

$S_{D_{\bar{X}}}$ = Standard Error of the difference between Means

$\sqrt{\quad}$ = Square Root

$\sum x_1^2$ = Squared Summation of the First Group

$\sum x_2^2$ = Squared Summation of the Second Group

Σ = Summation

n_1 = Number of Cases of the First group

n_2 = Number of Cases of the Second group

n = Number of Cases

1 = Unit

2 = Constant

5. t – test. This tool was used to determine whether the difference between the means of two variables was significant. The formula was as follows:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{S \sqrt{\frac{D}{X}}}$$

Where:

t = Test on the significance of the difference

$\bar{x}_1$ = Mean of the First Group

$\bar{x}_2$ = Mean of the Second group

$S \sqrt{\frac{D}{X}}$ = Standard of Error between Means

4. Results and Discussions

The data collected from the respondents through the use of the self-structured instrument were statistically treated using various relevant statistical tools in order to elicit accurate, valid and reliable answers to the main as well as its corollary sub-problems. The refined data were systematically presented, comprehensively interpreted, and critically analyzed. Moreover, the statistically refined data served as the basis for testing the formulated research hypotheses pegged at .05 level of confidence.

The responses to the established specific sub-problems were anchored on the statistically interpreted and critically analyzed data.

Sub-Problem No. 1. How do college students perceive and rank the factors that affect the decline of enrolment of Rizal Memorial colleges in terms of:

- 1.1 student factor,
- 1.2 teacher factor,
- 1.3 curriculum factor,
- 1.4 school environment factor, and
- 1.5 management system factor?

In this study, the researcher assessed the perceptions and ranks of college students on the factors affecting the decline of enrolment of Rizal Memorial College in terms of:

1.1 Student Factor. Table 2 presents the perceptions and ranks of college students on the factors that affect the decline of enrolment of Rizal Memorial Colleges in terms of student factors. Among the five (5) criterion items, number 5, “is not physically, intellectually, or emotionally stable to continue studies” with a weighted mean of 3.07 or 61.40 percent equal to a qualitative rating of “Prevalent” ranked first. Items number 1, “Lack of moral support from parents/guardians and other family members” and 2. “Not sure with career/vocation-choice/direction” with a weighted mean of 3.05 or 61.60 per cent equal to a qualitative rating of “Prevalent” ranked two and five-tenths. Item number 3, “inability to cope with school work and requirements”, with a weighted mean of 3.03 or 60.60 percent, equivalent to a descriptive rating of “Prevalent”, ranked fourth. Ranked fifth is item number 4, “is prone of absenteeism, tardiness, or drops out from each school due to lack

of financial support” with a weighted mean of 3.02 or 60.40 percent equal to a descriptive rating of Prevalent” level

Table 2. Perceptions and Ranks of College Students on the Facts That Affect the Decline of Enrolment of Rizal Memorial Colleges in terms of Student Factor

ITEMS	5	4	3	2	1	N	TWS	$\bar{XW}$	$\bar{X5}$	DR	R
1. Lack of moral support from parents/ guardians and other family members	28	107	116	75	34	360	1100	3.05	61.00	P	2.5
2. Not sure with career/ vocation- choice/direction	22	107	129	73	29	360	1100	3.05	61.60	P	2.5
3. Inability to cope with school work and requirements	20	106	132	70	32	360	1092	3.03	60.00	P	4
4. Is prone to absenteeism, tardiness, or dropping out of school due to lack of financial support	33	100	115	66	46	360	1088	3.02	60.40	P	5
5. Is not physically, intellectually or emotionally stable to continue studies	23	119	112	72	34	360	1105	3.07	61.40	P	1
TOTAL	128	539	604	356	173	1800	5485	3.05	61.00	P	

Legend:

N	-	Number of Cases
TWS	-	Total weighted Score
$\bar{XW}$	-	Weighted Mean
$\bar{X5}$	-	Mean Percentage
DR	-	Descriptive Rating
R	-	Rank

5 POINTS

SCALE

DESCRIPTIVE RATING

5	4.21 – 5.00	Very Prevalent	(VP)
4	3.41 – 4.20	More Prevalent	(MP)
3	2.61 – 3.40	Prevalent	(P)
2	1.81 – 2.60	Less Prevalent	(LP)
1	1.00 – 1.80	Not Prevalent	(NP)

A cursory perusal of the table reflects the summarized perceptions of college students with a total average weighted mean of 3.05 or 61.00 percent equal to a descriptive rating of “Prevalent” quality.

1.2 Teacher Factor. Table 3 presents the perceptions and ranks of college students on the factors that affect the decline of enrolment of Rizal Memorial Colleges in terms of teacher factor. Out of five (5) criterion

items, number 4, “Lack classroom activities that promote a culture of hands-on learning and creative thinking” with a weighted mean of 3.05 or 61.20 percent equal to a qualitative rating of “Prevalent” ranked first. Ranked second is item number 2, “Lack of variation in teaching methodologies, techniques, strategies and approaches” with a weighted mean of 3.04 or 60.80 percent, equivalent to a descriptive rating of “Prevalent” level. Item number 3, “is not fair in dealing with students and/or unapproachable: with a weighted mean of 3.02 or 60.40 percent, equal to a descriptive rating of “Prevalent,” and ranked third. Item number 5, “Teaches the subjects which are not his/her line of expertise,” with a weighted mean of 2.96 or 59.20 percent, equivalent to a descriptive rating of “Prevalent” quality, ranked fourth. Item number 1, “Inadequate faculty growth and professional development to enhance instructors’ skills and knowledge,” with a weighted mean of 2.89 or 57.80 percent, equivalent to a descriptive rating of “Prevalent” quality and ranked fifth. A close examination of the table further shows the summarized perceptions of college students, with a total weighted average of 2.29 (59.80%) and a descriptive rating of “Prevalent.”

Table 3 Perceptions and Ranks of College Students on the Factors That Affect the Decline of Enrolment of Rizal Memorial Colleges in terms of Student Factor

ITEMS	5	4	3	2	1	N	TWS	$\bar{X}_W$	$\bar{X}_5$	DR	R
1. Inadequate faculty growth and professional development to enhance instructors’ skills and knowledge	3	119	131	69	18	360	1040	2.89	57.80	P	5
2. Lack of variation in teaching methodologies, techniques, strategies, and approaches	21	116	127	77	29	360	1093	3.04	60.80	P	2
3. Is not fair in dealing with students and/or unapproachable	25	99	126	79	31	360	1088	3.02	60.40	P	3
4. Lack classroom activities that promote a culture of hands-on learning and creative thinking	29	103	126	64	38	360	1101	3.06	61.20	P	1
5. Teaches the subjects which area not his/her line of expertise	23	97	125	72	43	360	1065	2.96	59.20	P	4
TOTAL	101	524	635	361	159	1800	5387	2.29	59.80	P	

1.3 **Curriculum Factor.** Table 4 presents the perceptions and ranks of collect students on the factors that affect the decline of enrolment of Rizal Memorial Colleges in terms of curriculum factor. Among the five (5) criterion items, number, 4 “Lack curriculum innovations, applications, networking and strategies for program development and/or implementation” with a weighted mean of 3.07 or 61.40 percent equivalent to a qualitative rating of “Prevalent” ranked first. Ranked second is item number 2, “Inadequate research issues and/or outputs in education and technology as bases for education/curriculum improvement” having a weighted mean of 3.04 or 60.80 percent equivalent to a descriptive rating of “Prevalent” level. Item number 5, “Inadequate training of faculty/instructors/academic coordinators to improve skills and expertise in curricular planning and development” with a weighted mean of 3.03 or 60.60 percent equal to a qualitative rating of “Prevalent” ranked third. Ranked fourth is item number 3, “Insufficient short-term/ladderized courses for easy/fast employability” having a weighted mean of 3.02 or 60.40 percent equal to a descriptive rating of “prevalent”. First in rank is item number 1, “Offers courses which are not relevant to the changing times” with a weighted mean of 2.99 or 59.50 percent equal to a qualitative rating of “Prevalent” quality. A closer look of the table shows the summarized perceptions of college students on the factor affecting the decline of enrolment with a weighted average of 3.03 or 60.60 percent equal to a descriptive rating of “Prevalent” level

Table 4. Perceptions and Ranks of College Students on the Factors That Affect the Decline of Enrolment of Rizal Memorial Colleges in terms of Student Factor.

ITEMS	5	4	3	2	1	N	TWS	XW	X5	DR	R
1. Inaccessible school site	20	104	111	81	44	360	1055	2.93	58.60	P	5
2. Insufficient school facilities for students' use	30	105	116	72	37	360	1099	3.06	61.20	P	3
3. Lack of instructional aids, and materials to facilitate teaching-learning process	29	109	117	72	33	360	1109	3.08	61.60	P	2
4. Lack of provisions to regularly maintain cleanliness and orderliness of the school plant/campus	22	115	117	71	35	360	1098	3.05	61.00	P	4
5. Insufficient budget and/or appropriation for school development	37	102	128	67	26	360	1137	3.16	63.10	P	1
TOTAL	138	535	589	363	175	1800	5498	3.05	61.00	P	

Among the five (5) criterion items, number 5, “Insufficient budget and/or appropriation for school development” with a weighted mean of 3.16 or 63.10 percent equal to a descriptive rating of “Prevalent” quality ranked first. Ranked second is item number 3, “Lack of instructional aids, and materials to facilitate teaching-learning process” with a weighted mean of 3.08 or 61.60 percent equal to a qualitative rating of “Prevalent” level. Ranked third is item number 2, “Insufficient school facilities for student’s used” with a weighted mean of 3.06 or 61.20 percent equivalent to a descriptive rating of “Prevalent” quality. Item number 4 “Lack of provisions to regularly maintain cleanliness and orderliness of the school plant/campus” with a weighted mean of 3.05 or 61.00 percent equivalent to a descriptive rating of “Prevalent” quality. Item number 1, “Inaccessible school site” with a weighted mean of 2.93 or 58.60 percent equivalent to a descriptive rating of “Prevalent” quality ranked fifth.

A keen perusal of the table shows the summarized perceptions of the college students with total average weighted mean of 3.05 or 61.00 percent equal to a descriptive rating of “Prevalent” quality.

1.5 Management System Factor. Table 5 shows the perceptions and ranks of the college students on the factors that affect the decline of enrolment of Rizal Memorial colleges in terms of management system aspect. Among the five (5) criterion items, number 1, “Inability of teaching, non-teaching and support personnel to strictly implement management rules, standards” with a weighted mean of 3.04 or 60.80 percent equal to a quantitative rating of “Prevalent” ranked first. Ranked second is item number 3, “Inadequate long-short term planning and development to ensure proper school goal and direction” having with a weighted mean of 3.03 or 60.60 percent equal to a qualitative rating of “Always level. Third in rank is item number 2, “Lack of periodic/regular evaluation to determine viability/effectiveness of programs, activities, thrust, goals, and directions” with a weighted mean of 3.0 or 61.00 percent equal to a descriptive rating of “Prevalent” quality. Item number 5, “Lack of participation in the academic community in planning, organizing, budgeting and in decision-making” equal to a descriptive rating 2.99 or 59.80 percent equivalent to a qualitative rating of “Prevalent” ranked fourth. Item number 4, “Lack of qualified and competent administrative heads, instructors and personnel” with a weighted mean of 2.98 or 59.60 percent equal to a descriptive rating of “Prevalent” ranked fifth. A keen examination of the table further reflects the summarized perceptions of college students having a total average weighted mean of 3.01 or 60.20 percent equal to a descriptive rating of “Prevalent” quality.

Table 5 Perceptions and Ranks of College Students on the Factors That Affect the Decline of Enrolment of Rizal Memorial Colleges in terms of Student Factor

	ITEMS	5	4	3	2	1	N	TWS	$\bar{XW}$	$\bar{X5}$	DR	R
1.	Inability of teaching, non-teaching and support personnel to strictly implement management rules, standard and procedures	19	112	125	71	33	360	1093	3.04	60.80	P	1
2.	Lack of periodic/regular evaluation to determine viability/effectiveness of programs, activities, thrusts, goals, and directions	18	108	126	71	37	360	1079	3.0	60.00	P	3
3.	Inadequate long-shirt term planning and development to ensure proper school goal and direction	18	111	128	69	34	360	1090	3.03	60.60	P	2
4.	Lack of qualified and competent administrative heads, instructors and personnel	18	93	144	66	37	360	1073	2.93	59.60	P	5
5.	Lack of participation in the academic community in planning, organizing, budgeting and in decision-making	20	93	144	66	37	360	1077	2.99	59.80	P	4
TOTAL		93	526	659	344	178	1800	5412	3.01	60.20	P	

Table 6 presents the summarized perceptions of college students on the factors that affect the decline of enrolment of Rizal Memorial Colleges as follows:

Student Factor earned a weighted mean of 3.05 or 61.00 percent equal to a descriptive rating of “Prevalent”, ranked one and five tenths;

Teacher Factor attained a weighted mean of 2.99 or 59.80 percent equivalent to a descriptive rating of “Prevalent” ranked fifth.

Curriculum Factor garnered a weighted mean of 3.03 or 60.60 percent equal to a qualitative rating of “Prevalent” ranked third;

School-Environment Factor obtained a weighted mean of 3.05 or 61.00 per cent, equal to a descriptive rating of “Prevalent”, ranked one and five-tenths

Management System Factor got weighted mean of 3.01 or 60.20 percent equivalent to a descriptive rating of “Prevalent” ranked fifth. It may be gleaned further from the table that the over all perceptions of the college students earned a total average weighted mean of 3.03 or 60.60 percent equal to a qualitative rating of “Prevalent” level.

Table 6: Summarized Perceptions and Ranks of College Students on the Factors That Affect the Decline of Enrolment of Rizal Memorial Colleges

ITEMS	5	4	3	2	1	N	TWS	$\bar{XW}$	$\bar{X5}$	DR	R
1. Student Factor	128	539	604	356	173	1800	5486	3.05	61.00	P	1.5
2. Teacher Factor	101	524	635	361	159	1800	5387	2.99	59.80	P	5
3. Curriculum Factor	100	559	609	357	175	1800	5452	3.03	60.60	P	3
4. School-Environment Factor	138	535	589	363	175	1800	5485	3.05	61.00	P	1.5
5. Management Factor	93	526	659	344	178	1800	5412	3.01	60.20	P	4
TOTAL	100	2683	3096	1781	860	9000	27234	3.03	60.60	P	

Sub-Problem No. 2: How do instructors perceive and rank the factors that affect the decline of enrolment of Rizal Memorial Colleges in terms of:

- 2.1 student factor
- 2.2 teacher factor
- 2.3 curriculum factor
- 2.4 school environment factor, and
- 2.5 management system factor?

In this study, the researcher assessed the perceptions and ranks of instructors on the factors affecting the decline of enrolment of Rizal Memorial Colleges in terms of:

2.1 Student Factor. Table 7 presents the perceptions and ranks of instructors on the factors that affect the decline of enrolment of Rizal Memorial Colleges in terms of student factors. Among the five (5) criterion items, number 5. "Is prone to absenteeism, tardiness, or drops out from school due to lack of financial support" with weighted mean of 3.58 or 71.60 percent equal to a qualitative rating of "More Prevalent" ranked first. Item number 5, "Is not physically, intellectually or emotionally stable to continue studies" with a weighted mean of 3.32 or 66.40 percent equal to a qualitative rating of "Prevalent" ranked seconds. Item number 1, "Lack of moral support from parents/guardians and other family members" with a weighted mean of 3.18 or 63.60 percent equivalent to a descriptive rating of "Prevalent" ranked third. Ranked fourth is item number 2 "Not sure with career/vocation-choice/direction" weighted mean of 3.13 or 62.60 percent equal to a descriptive rating of "Prevalent" ranked Fifth in rank is item number 3, "Inability to cope with school work and requirements" with a weighted mean of 3.03 or 60.60 percent equal to a descriptive rating of "Prevalent". A cursory perusal of the table reflects the summarized perceptions and ranks of instructors with a total average weighted mean of 3.25 or 65.00 percent equal to a descriptive rating of "Prevalent" quality. Mean of 3.25 or 65.00 percent equal to a descriptive rating of "Prevalent" quality.

Table 7 Perceptions and Ranks of College Students on the Factors That Affect the Decline of Enrolment of Rizal Memorial Colleges in Terms of Student Factor

ITEMS	5	4	3	2	1	N	TWS	$\bar{X}_W$	$\bar{X}_5$	DR	R
1. Lack of moral support from parents/guardians and other family members	1	23	22	14	0	60	191	3.18	63.60	P	3
2. Not sure with career/vocation-choice/direction	0	21	27	11	1	60	188	3.13	62.60	P	4
3. Inability to cope with school work and requirements	0	14	35	10	7	60	182	3.03	60.60	P	5
4. Is prone to absenteeism, tardiness, or dropping out of school due to lack of financial support	15	17	16	12	0	60	215	3.58	71.60	MP	1
5. Is not physically, intellectually, or emotionally stable in continuing studies	0	28	23	9	0	60	199	3.32	66.40	P	2
TOTAL	20	103	123	56	2	300	975	3.25	65.00	P	

2.2 Teacher Factor. Table 8 presents the perceptions and ranks of instructors on the factors affecting the decline of enrolment of Rizal Memorial Colleges in terms of teacher factor. Out of five (5) criterion items, Number 1, “Inadequate faculty growth and professional development to enhance instructors’ skills and knowledge” with weighted mean of 3.37 or 67.40 percent equal to a qualitative rating of “Prevalent” ranked first. Ranked second is item number 4, “Lack classroom activities that promote a culture of hands-on learning and creative thinking” with a weighted mean of 3.2 or 64.40 percent equivalent to a descriptive rating of “Prevalent” level. Item number 5, “Teaches the subjects which are not his/her line of expertise”, with a weighted mean of 3.2 or 64.00 per cent, equivalent to a descriptive rating of “Prevalent” quality, ranked third. Item number 2, “Lack of variation in teaching methodologies, techniques, strategies and approaches” with a weighted mean of 3.17 or 63.40 percent equal to a descriptive rating of “Prevalent” quality are equally ranked fourth. Fifth in rank is item number 3, “Is not fair in dealing with students and/or unapproachable” with a weighted mean of 3.1 or 62.00 percent equal to a quantitative rating of “Prevalent” level. A close examination of the table further shows the summarized perceptions of instructors with a total average weighted mean of 3.21 or 64.20 percent equal to a descriptive rating of “Prevalent” level.

Table 8 Perceptions and Ranks of College Students on the Factors That Affect the Decline of Enrolment of Rizal Memorial Colleges in Terms of Teacher Factor

ITEMS	5	4	3	2	1	N	TWS	$\bar{XW}$	$\bar{X5}$	DR	R
1. Inadequate faculty growth and professional development to enhance instructors’ skills and knowledge	1	30	19	10	0	60	202	3.37	67.40	P	1
2. Lack of variation in teaching methodologies, techniques, strategies and approaches	1	22	25	10	2	60	190	3.17	63.40	P	4
3. Is not fair in dealing with students and/or unapproachable	1	21	24	12	1	60	186	3.1	62.00	P	5
4. Lacks classroom activities that promote a culture of hands-on learning and creative thinking	1	27	18	13	0	60	193	3.22	64.40	P	2
5. Teaches the subjects which are not his/her line of expertise	4	19	24	12	0	60	192	3.2	64.00	P	3
TOTAL	8	119	110	57	3	300	963	3.21	64.20	P	

2.2 Curriculum Factor. Table 9 presents the perceptions and ranks of instructors in the factors affecting the decline of enrolment of Rizal Memorial Colleges in terms of the curriculum factor. Among the five (5) criterion items, number 2, “Inadequate research issues and/or outputs in education and technology as bases for education/curriculum improvement” with a weighted mean of 3.27 or 65.40 percent, equivalent to a qualitative rating of “Prevalent”, ranked first. Ranked second is item 1, “Offers courses which are not relevant to the changing times,” with a weighted mean of 3.25 (65.00%) and a descriptive rating of “Prevalent.” Item number 5, “Inadequate training of faculty/ instructors/ academic coordinators to improve skills and expertise in curricular planning and development” with a weighted mean of 3.08 or 61.60 percent equal to a qualitative rating of “Prevalent” and ranked third. Ranked fourth is item number 3, “Insufficient short-term/ladderized courses for easy/fast employability,” having a weighted mean of 2.9 or 58.00 percent equal to a descriptive rating of “Prevalent”. Fifth in rank is item number 4, “Lacks curriculum innovations, application, networking, and strategies for program development and/or implementation” with a weighted mean of 2.87 or 57.40 percent equal to a qualitative rating of “Prevalent” level. A closer look for the table shows the summarized perceptions of instructors with a total average weighted average of 3.07 or 61.40 percent equal to a descriptive rating of “Prevalent” level.

Table 9: Perceptions and Ranks of College Students on the Factors That Affect the Decline of Enrolment of Rizal Memorial Colleges in Terms of Teacher Factor

ITEMS	5	4	3	2	1	N	TWS	$\bar{X}_W$	$\bar{X}_S$	DR	R
1. Offers courses which are not relevant to the changing times	3	24	18	15	0	60	195	3.25	65.00	P	2
2. Inadequate research issues and/or outputs in education and technology as bases for education/curriculum improvement	0	28	21	10	1	60	196	3.27	65.40	P	1
3. Insufficient short-term/ladderized courses for easy/fast employability	1	23	25	1	0	60	174	2.9	58.00	P	4
4. Lacks curriculum innovations, applications, networking and strategies for program development and/or implementation	1	22	25	2	0	60	172	2.87	57.40	P	5
5. Inadequate training of faculty/instructors/academic coordinators to improve skills and expertise in curricular planning and development	2	26	23	1	0	60	185	3.08	61.60	P	3
TOTAL	7	123	112	29	1	300	922	3.07	61.40	P	

2.4 School Environment Factor. Table 4.10 shows the perceptions and ranks of instructors on the factors affecting the decline of enrolment of Rizal Memorial Colleges in terms of school environment factor. Among the five (5) criterion items, number 5, “Insufficient budget and/or appropriation for school development” with a weighted mean of 3.02 or 60.40 percent, equal to a descriptive rating of “Prevalent” quality, ranked first. Ranked second is item number 1, “Inaccessible school site” with a weighted mean of 3.0 or 60.00 percent equal to a qualitative rating of “Prevalent” level. Ranked third is item number 4, “Lack of provisions to regularly maintain cleanliness and orderliness of the school plant/campuses with a weighted mean of 2.95 or 59.00 percent equal to a descriptive rating of “Prevalent” quality. Equally ranked four and five-tenths are items number 2, “Insufficient school facilities for students’ use” and 3, “Lack of instructional aids, and materials to facilitate the teaching-learning process” with a weighted mean of 2.88 or 57.60 percent equivalent to a descriptive rating of “Prevalent” quality.

A keen perusal of the table shows the summarized perceptions of instructors with a total average weighted mean of 2.95 or 59.00 percent, equal to a descriptive rating of “Prevalent” quality.

Table 10: Perceptions and Ranks of College Students on the Factors That Affect the Decline of Enrolment of Rizal Memorial Colleges in Terms of Teacher Factor

ITEMS	5	4	3	2	1	N	TWS	$\bar{X}_W$	$\bar{X}_5$	DR	R
1. Inaccurate school site	1	27	12	11	9	60	180	3.0	60.00	P	2
3. Insufficient school facilities for students’ use	1	25	20	4	0	60	173	2.88	57.60	P	4.5
4. Lack of instructional aids, and materials to facilitate teaching-learning process	1	23	24	2	0	60	173	2.86	57.60	P	4.5
5. Lack of provisions to regularly maintain cleanliness and orderliness of the school plant/campus	2	26	19	3	0	80	177	2.95	59.00	P	3
6. Insufficient budget and/or appropriation for school development	2	29	17	2	0	60	181	3.02	60.40	P	1
TOTAL	7	130	92	22	9	300	884	2.95	59.00	P	

2.5 Management System Factor. Table 11 shows the perceptions and ranks of instructors on the factors affecting the decline of enrolment of Rizal Memorial Colleges in terms of economic aspect. Among the five (5) criterion items, number 1, “Inability of teaching, non-teaching and support personnel to strictly implement

management rules, standards” with a weighted mean of 3.23 or 64.60 percent equal to a qualitative rating of “Prevalent” ranked first. Second in rank is item number 2, “Lack of periodic/regular evaluation to determine viability /effectiveness of programs, activities, thrusts, goals, and directors” with a weighted mean of 2.97 or 59.40 percent equal to a descriptive rating of “Prevalent” quality. Ranked third is item number 3, “Inadequate lpmg-short term planning and development to ensure proper school goal and direction: having a weighted mean of 2.95 or 59.00 percent equal to a quantitative rating of “Always level. Item number 5, “Lack of participation in the academic community in planning, organizing, budgeting and in decision-making” equal to a descriptive rating 2.73 or 54.60 percent equivalent to a quantitative rating of “Prevalent” ranked fourth. Item number 4. Lack of qualified and competent administrative heads, instructors and personnel” a weighted mean of 2.72 or 54.40 percent equal to a dex descriptive rating of “Prevalent” ranked fifth. A keen examination of the table further reflects the summarized perceptions of instructors having a total average weighted mean of 2.92 or 5840 percent equal to a descriptive rating of “Prevalent” quality.

Table 11 Perceptions and Ranks of College Students on the Factors That Affect the Decline of Enrolment of Rizal Memorial Colleges in Terms of Teacher Factor

ITEMS	5	4	3	2	1	N	TWS	$\bar{XW}$	$\bar{X5}$	DR	R
1. Inability of teaching, non-teaching, and support personnel to strictly implement management rules, standards, and procedures	1	27	18	13	1	60	194	3.23	64.60	P	1
2. Lack of periodic/regular evaluation to determine viability/effectiveness of programs, activities, thrusts, goals, and directions	1	29	17	3	0	60	178	2.97	59.40	P	2
3. Inadequate long-shrt term planning and development to ensure proper school goal and direction	1	27	20	2	0	60	177	2.95	59.00	P	3
4. Lack of qualified and competent administrative heads, instructors and personnel	1	10	30	2	1	60	163	2.72	54.40	P	5
5. Lack of participation in the academic community in planning, organizing, budgeting and in decision-making	1	16	29	4	0	60	164	2.73	54.60	P	4
TOTAL	5	15	14	24	2	300	876	29.2	58.40	P	

Table 12 presents the summarized perceptions of instructors on the factors affecting the decline of enrolment of Rizal Memorial Colleges as follows:

Student Factor earned a weighted mean of 3.25 or 65.00 percent equal to a descriptive rating of “Prevalent” ranked first;

Teacher Factor attained a weighted mean of 3.21 or 64.20 percent equivalent to a descriptive rating of “Prevalent” ranked second;

Curriculum Factor garnered a weighted mean of 3.07 or 61.40 percent equal to a qualitative rating of “Prevalent” ranked third;

School-Environment Factor obtained a weighted mean of 2.95 or 58.40 percent equal to a descriptive rating of “Prevalent” ranked fourth;

Management System Factor got a weighted mean of 2.92 or 59.00 percent equivalent to a descriptive rating of “Prevalent” ranked fifth.

It may be learned from the table that the overall summarized perceptions of instructors on the factors that affect the decline of enrolment gained a total average weighted mean of 3.08 or 61.60 percent, equal to a descriptive rating of “Prevalent” quality.

Table 12: Summarized Perceptions and Ranks of College Students on the Factors That Affect the Decline of Enrolment of Rizal Memorial Colleges

ITEMS	5	4	3	2	1	N	TWS	$\bar{X}_W$	$\bar{X}_5$	DR	R
1. Student Factor	20	103	123	56	2	300	975	3.25	65.00	P	1
2. Teacher Factor	8	119	110	57	3	300	963	3.21	64.20	P	2
3. Curriculum Factor	7	123	112	29	1	300	922	3.07	61.40	P	3
4. School-Environment Factor	7	130	92	22	9	300	884	2.95	59.00	P	4
5. Management System Factor	5	115	114	24	2	300	876	2.92	58.40	P	5
TOTAL	47	590	551	186	17	1500	4620	3.08	61.60	P	

Sub Problem No. 3. Is there a mean difference between the perceptions of the college students and instructors on the factors that affect the decline of enrolment of Rizal Memorial Colleges in terms of:

- 3.1 student factor,
- 3.2 teacher factor,
- 3.3 curriculum factor,
- 3.4 school environment factor, and
- 3.5 management system factor?

This investigation examined the differences between college students' and instructors' perceptions. Moreover, the researcher tested and supported the formulated hypotheses.

Table 4.13 shows the mean difference between the perceptions of the college students and instructors on the factors that affect the decline of enrolment of Rizal Memorial Colleges, which were as follows:

3.1 Student Factor. A mean difference of 0.2 existed between college students' and instructors' perceptions. However, the difference is insignificant because the t-test formula registered a computed t-value of .011793 which is less than the critical value of 1.960 at .05 alpha with 418 degrees of freedom. Therefore, null hypothesis 1.1-1 is not rejected for the purpose tested.

3.2 Teacher Factor. A mean difference of .22 existed between college students' and instructors' perceptions. However, the difference is insignificant because the t-test formula registered a computed t-value .013206 which is less than the critical value of 1.960 at .05 alpha with 418 degrees of freedom. Therefore, null hypothesis 1.1-2 is not rejected.

3.3 Curriculum Factor. A mean difference of 0.04 existed between college students' and instructors' perceptions. However, the difference is insignificant because the t-test formula yielded a computed t-value of .002376, which is less than the critical value of 1.960 at the .05 alpha level with 418 degrees of freedom. Therefore, null hypothesis 1.1-3 tested for the purpose is not rejected.

3.4 School Environment Factor. A mean difference of .1 existed between the perceptions of the college students and instructors. However, the difference is insignificant because the t-test formula yielded a computed t-value of .005899, which is less than the critical value of 1.960 at the .05 alpha level with 418 degrees of freedom. Therefore, null hypothesis 1.1-4 tested for the purpose is not rejected.

Table 13: Test on the Significance of the Mean Difference Between Perceptions of the College Students and Instructors on the Factors that Affect the Decline of Enrolment of Rizal Memorial Colleges

Variables	N	XW CS = 360	I = 60	$\bar{X}_D$	df	Σ	tv
1. Student Factor	420	3.05	3.25	.2	418	.05	.011793**
2. Teacher Factor	420	2.99	3.21	.22	418	.05	.013206**
3. Curriculum Factor	420	3.03	3.07	.04	418	.05	.002376**
4. School-Environment Factor	420	3.05	2.95	.1	418	.05	.005899**
5. Management System Factor	420	3.01	2.92	.11	418	.05	.006591**

Legend:

$\bar{N}$	-	Number of Cases
$\bar{X}_W$	-	Weighted Mean
CS	-	College Students
I	-	Instructors
$\bar{X}_D$	-	Mean Difference
df	-	Degrees of Freedom

Σ	-	Alpha
tv	-	Table Value
t	-	Test on significance
*	-	Significant
**	-	Insignificant

Sub Problem No. 4: Is there a mean difference between the summarized perceptions of the college students and instructors on the five (5) factors that affect the decline of enrolment of Rizal Memorial Colleges?

Table 13 shows that a mean difference of .05 existed between the perceptions of college students and instructors. However, the difference is insignificant because the t-test formula yielded a computed t-value of .002975, which is less than the critical value of 1.960 at the .05 alpha level with 418 degrees of freedom. Therefore, null hypothesis 1.1-5 tested for the purpose is not rejected.

Sub Problem No. 5: Based on the findings, what three-year development plan may be proposed?

Based on the study's findings, a three-year development plan is proposed to support effective school development, as reflected in Chapter 5.

5. Conclusion and Recommendations

4.1 Conclusion

In light of the findings revealed, the following conclusions were drawn.

1. The college students perceived all the factors that affected the decline of enrolment as "Prevalent" and ranked accordingly as follows: one and five-tenths: student factor and school-environment factor; third: curriculum factors; fourth: school-environment factor; and fifth: teacher factor. With these findings, the researcher believed that there is a need to look into all these factors so as to make all these as "Not Prevalent".
2. The instructors perceived and ranked the factors that affect the decline of enrolment as "Prevalent" and ranked accordingly: first: student factor; second: teacher factor; third: curriculum factor; fourth: school-environment factor; and fifth: management system factor. It is therefore essential that all these factors be considered and looked into so as to make all these "Not Prevalent" factors.
3. That there existed "Insignificant" differences between the perceptions of the college students and the instructors on the five (5) factors that affect the decline of enrolment of Rizal Memorial Colleges, because the computed values are less than the critical value at a certain level of confidence with a number of degrees of freedom. The findings indicate that the perceptions and insights of both groups of respondents are identical to some extent.
4. That the "Insignificant" difference between the summarized perceptions of the college students and the instructors on the five (5) factors that affect the decline of enrolment of Rizal Memorial Colleges signifies that both groups of respondents do not vary in their opinions to some level and degree. The null hypothesis tested for the purpose is not rejected, therefore accepted.
5. A school development framework is therefore proposed to improve the status of Rizal Memorial Colleges in terms of student development, teacher development, curriculum development, school-environment development, and effective management so as to achieve the professed Vision, Mission, and Goal.

4.2 Recommendation

In view of the findings revealed and the conclusions deduced, the following recommendations were offered:

1. The administration should undertake an aggressive marketing and image-building program to reverse the "poor quality perceptions" of the school. This would mean that the school will have to undertake a massive makeover in the following areas.

- Improving the curriculum of the course and programs being offered;
- Improving the “package” of services provided to students;
- Provide support to a more articulated faculty development program; and
- Improvement of school facilities and physical plant.

2. To provide a check and balance in the operations, the policy making functions should be separate and distinct to implementation functions. Thus, as much as possible, there is a need to separate its function.

3. Need to have a program to market and communicate the school to the general public.

4. Accreditation process should be given a priority as this will help in marketing the school to the general public.

5. Incremental and competitive pricing can only be possible if there will be an improvement of the “study package” that the school can offer to the students. This means having better facilities; an enriched curriculum, well trained and informed faculty.

6. There is a need to establish a more pronounced career Guidance program for graduating high school students.

7. Efforts should be given on establishing linkages as strategy – considering more limitations in resources. This may come in a form of faculty and student exchange.

8. there is a need to study and review the Rank and Promotions system described in the Manual – so that it can respond to the “psychic needs” of the faculty.

9. There is a need for the establishment of an articulated Faculty Development Program as it will outline the policies involved in improving the capabilities of the faculty in terms of instruction and research.

10. There is a need to convene a Curriculum Development Committee that will be composed of the Registrar and Academic Administrators to study and initiate a plan of action for the offering of short-term TESDA courses and the offering of new baccalaureate degree courses which are relevant to the needs of the community.

11 Linkages can be explored with RMC alumni who are working abroad most specifically those in the academe. They can help get books and instructional materials for free.

12. A Three-Year School Development Framework is therefore essential to achieve the school’s developmental framework/plan and program.

For future researchers, the following may be recommended:

13. The Management System of the School Administrators: Their Implications to Effective School Development;

14. The Programs Encountered by the Private Schools in the Attainment of its Plans and Programs;

15. The Development of Private Schools Through Accreditation.

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