

# Status of Lyceum of the Philippines University Customs Education: Basis for Strategic Marketing Plan

**Discipline: Customs Broker**

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## **ABSTRACT:**

Lyceum of the Philippines University is proud that it has produced Customs graduates who have topped and passed in the Customs Brokers Licensure Examination (CBLE) which has not only demonstrated the match between Lyceum's academic standards with those of Professional Regulation Commission and professional organizations but also brought prestige to LPU as the Customs alumni become assets to their respective professions and to the larger community.

It is in this context that this study is being pursued with the end of identifying the strength and weaknesses of the program particularly on the areas being investigated on. It also seeks to identify the level of satisfaction of the students of the college on the quality of instruction and student services that would serve as basis for the formulation of strategic marketing plan.

Research design was descriptive using documentary analysis and survey questionnaire as data gathering instruments. The respondents of the study are all BSCA students and faculty members handling professional and general subjects of Customs Administration.

Statistical tools used were percentage and weighted mean.

The findings revealed that the Lyceum of the Philippines University Customs Education manifests good status as to faculty and instruction, physical plant and facilities, and student services. Affiliation, linkages and extension are also good however, enrolment, is on a decreasing trend. While faculty development is evident, there is need to involve more faculty members in the program and likewise improve on performance of faculty in research. There are good opportunities for customs education primarily in possibilities of international practicum,

presence of CALABARZON, and affiliations and linkages which would be useful to customs education students. Most evident threats are high tuition fees compared to other schools' fees, employability after graduation, and demand for other courses. That customs education is still in the budding stage was also a threat. The students were mostly satisfied in the faculty and instruction and its site and campus; however, in lowest assessments were services of the library, registrar's office and health services. The proposed marketing strategies when tried and implemented may serve as enhancement to the service and survival of the customs education program of the LPU-Batangas.

On the basis of the conclusions, it is recommended that the College of Business Administration specifically the Customs Administration Department should maintain the quality of instruction being provided with the students. International benchmarking on good practices in customs education may be considered for improvement in academic and employability potentialities for students. Expanding and review of implementation of services of the health unit, the library and the registrar's office is promoted so that students may be better served.

**KEYWORDS:** customs education, strategic plan, marketing strategies, international benchmarking

## **INTRODUCTION**

The re-engineering of the customs administration curriculum addresses the Philippines' commitment to the World Trade Organization (WTO). This will form part of the reform measures to accelerate export growth and economic development through trade facilitation.

The Lyceum of the Philippines University (LPU) takes its mission of educative goal and competence seriously. It considers quality instruction as mandatory and expects its faculty to perform their instructional tasks to a maximum making its institution's graduates employable and competitively at par with other graduates in the varied fields.

Lyceum of the Philippines University is proud that it has produced Customs graduates who have topped and passed in the Customs Brokers Licensure Examination (CBLE) which has not only demonstrated the match between Lyceum's academic standards with those of Professional Regulation Commission and professional organizations but also brought prestige to LPU as the Customs alumni become assets to their respective professions and to the larger community.

It is in this context that this study is being pursued with the end of identifying the strength and weaknesses of the program particularly on the areas being investigated on. It also seeks to identify the level of satisfaction of the students of the college on the quality of instruction and student services that would serve as basis for the formulation of strategic marketing plan.

## **OBJECTIVES OF THE STUDY**

The study aimed to determine the status of Lyceum of the Philippines University Customs Administration as basis for strategic marketing plan.

Specifically, this study has the following objectives: to evaluate the status of the Lyceum of the Philippines University Customs Education in terms of faculty and instruction, physical plant and facilities, student services, enrolment, faculty development, affiliation and linkages, research, and community extension; to determine the opportunities and threats of the Lyceum of the Philippines University College of Customs Administration as perceived by the students and faculty members; to discuss the level of satisfaction of the customs students as regards to faculty and instruction, physical plants and facilities, student services, affiliations and linkages and community extension services; to propose the strategic marketing plan which can be formulated based on the assessment on the aforementioned variables.

## METHODS

### DESIGN

This study made use of the descriptive method of research. This type of research does not involve using experimentation to get data, but rather careful observation and description of phenomena, often through survey. Good and Scates (1972) stressed that descriptive method of research is considered to be quantitative because the results are organized and presented systematically usually in the form of statistics.

### RESPONDENTS OF THE STUDY

The respondents of the study are all BSCA students and faculty members handling professional and general subjects of Customs Administration as shown in Table 1.

**Table 1**  
**Frequency Distribution of the Respondents**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Students	150	85.71
Faculty		
Professional	4	2.29
General	21	12.00
<b>Total</b>	<b>175</b>	<b>100</b>

Table 1 presents the frequency distribution of the respondents. It can be interpreted from the table that majority of the respondents are students having a higher percentage of 85.71 or a total of 150 respondents. Twenty one are General Education faculty and four professional members respectively. The students took the higher percentage of the respondents to assess the status of the College of Customs Administration because of the fact that they are the key stakeholders or the clientele of every institutions. Furthermore, the students were the ones who have the direct contact with the areas evaluated hence; they have

the right jurisdiction in assessing these areas, since those are affecting their welfare, their stay and their trainings in the college.

The study used simple random sampling technique – lottery method wherein names of each member of the population was represented by numbers and these numbers were written on different pieces of paper; placed in a box and mixed well; the pieces of paper were taken one at a time until the total sample size was reached (Garcia, 2003).

## RESEARCH INSTRUMENT AND TECHNIQUES

Documentary Analysis was likewise done to gather empirical data on enrolment of customs administration and faculty evaluation results. Along these concerns, the researcher sought help from Registrar Office and Human Resource Management Division, Lyceum of the Philippines University – Batangas.

A survey questionnaire was also used to gather answers for evaluating the status of the Lyceum of the Philippines University Customs Administration and the level of satisfaction of the customs students. The responses of the respondents were given scalar weight values of 1 – 5 with 1 as lowest to 5 as highest and given appropriate verbal interpretation ranging from very poor/very dissatisfied to very good/very satisfied.

## DATA ANALYSIS

The following statistical tools and techniques were applied to analyze the data: Frequency Distribution and Percentage and Weighted Mean.

## RESULTS AND DISCUSSION

This part discusses and interprets the data collected through the instrument employed by using generally accepted statistical tools and principles. The questionnaire distributed to the respondents served as the primary source of data.

### 1. Status of the Lyceum of the Philippines University – Customs Education

#### Faculty and Instruction

Table 2 reveals the status of the College of Customs Administration in terms of faculty and instructions. It can be perceived that the two group of respondents reasonably agreed that the faculty and instruction in the college are very good as validated by composite mean of 4.5 and 4.6 respectively.

**Table 2**  
**Status of College of Customs Administration in terms of Faculty and Instructions**

Responses WM	Items VI	Students WM	Faculty VI
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The curriculum provides a program of

Customs education	4.4 Good	4.7 Very Good
The instructor has a mastery of the subject matter	4.6 Very Good	4.8 Very Good
The instructor's knowledge of the subject matter is comprehensive, accurate and up to date	4.5 Very Good	4.8 Very Good
The instructor is qualified to teach his assigned subjects/courses as evidenced by his educational background, training/license and work experience in accordance with national/international standards	4.6 Very Good	4.6 Very Good
The instructor makes use of various teaching aids and remedial aids are offered for insufficient students and gifted students are given maximum use of their activities	4.4 Good	4.5 Very Good
The instructor has a good command of the medium of instructions	4.4 Good	4.5 Very Good
The instructor relates subjects to other fields and other life situations and inspire students to be self-reliant and disciplined	4.4 Good	4.5 Very Good
The instructor shows respect and considerations of student's opinion and suggestions	4.5 Very Good	4.5 Very Good
Teaching Methods encourages social awareness, develop right values/judgment and are adapted to situational needs and recognize individual differences	4.5 Very Good	4.5 Good
Instructor motivates students to develop the proper attitude towards their profession and stimulate independent study and challenge discovery learning	4.7 Very Good	4.8 Very Good
<b>Composite Mean</b>	<b>4.5 Very Good</b>	<b>4.6 Very Good</b>

Among the items, the two groups of respondents rated very good in the following: the instructor has a mastery of subject matter, the instructor's knowledge of the subject matter is comprehensive, accurate and up to date (4.5 and 4.8); the instructor is qualified to teach his assigned subjects/courses as evidenced by his educational background, training/license and work experience in accordance with national and international standards (4.6 and 4.6); the instructor shows respect and considerations of students' opinion and suggestions (4.5 and 4.5); and instructor motivates students to develop the proper attitude towards their profession and stimulate independent and challenge discovery learning.

The results reveal that faculty members handling professional and general education of Customs Administration are qualified and competent as they have mastery and that they have comprehensive, accurate and up to date knowledge about the subject matter. They also

demonstrate values as they show respect and consideration of students’ opinion and suggestions which motivate the Customs Administration students to develop proper attitude to their profession and stimulate their interest to study independently and challenge them to discover new learnings.

The above conditions are manifestation that faculty members and their method of instruction are the nuts and bolts of an institution. As foundations to any institutions, they play an important role in colleges across the nation. The profession of teaching produces different types of people. Studies reveal that college faculty members are willing to endure the displeasure of the workplace, in order to help others become educated. Faculty members are given task of working with increased class size, along with diverse levels of academic success. Even with little control on these influences, the college staff are resolved to provide education to everyone.

### 1.1.1 Profile of the Faculty of College of Customs Administration

The faculty is what makes the school. In this light, a strong faculty roster is consisted of highly competent faculty members in terms of academic qualifications and professional performance. The table below presents the profile of customs administration faculty in terms of their status and highest educational attainment.

**Table 3**  
**Profile of Customs Faculty Status and Highest Educational Attainment:**  
**Professional Education**

<b>Educational Attainment</b>	<b>Full Time</b>	<b>%</b>	<b>Part Time</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Doctoral Degree (Finished)	1	25.00	0	0	1	25.00
Doctoral Degree (Enrolled)	3	75.00	0	0	3	75.00
Master’s Degree (Finished)	0	0	0	0	0	0
Master’s Degree (Enrolled)	0	0	0	0	0	0
<b>Total</b>	<b>4</b>	<b>100</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>100</b>

It can be gleaned from the table that as of the present school year, although majority of the faculty members pursue graduate studies and other forms of continuing education programs, one full time faculty member or 25 percent had already attained doctoral degree and three or 75 percent of full time faculty members are currently enrolled in a doctoral program.

**Table 4**  
**Profile of Customs Faculty Status and Highest Educational Attainment:**  
**General Education**

<b>Educational Attainment</b>	<b>Full Time</b>	<b>%</b>	<b>Part Time</b>	<b>%</b>	<b>Total</b>	<b>%</b>
Doctoral Degree (Finished)	10	52.63	0	0	10	47.62
Doctoral Degree (Enrolled)	3	15.79	0	0	3	14.29
Master’s Degree (Finished)	4	21.05	2	100	6	28.57
Master’s Degree (Enrolled)	2	10.53	0	0	2	9.52
<b>Total</b>	<b>19</b>	<b>100</b>	<b>2</b>	<b>100</b>	<b>21</b>	<b>100</b>

Based on the interview conducted, the three faculty members teaching professional subjects are still striving to finish their Doctoral degree and already completed their academic requirements and are currently working on their dissertation.

As shown in Table 4 on the next page, there are ten faculty (52.63 percent) teaching general education subjects who have already completed the doctoral degree. 15.79 percent or a total of only 3 faculty members are currently enrolled in their respective doctoral programs.

It can be derived from the results of the evaluation presented above that majority of the faculty members employed in the college teaching general education subjects are aware of the major academic requirements imposed by the administration, that is to pursue studies in their field of specialization so as to provide a more relevant, competent and efficient knowledge necessary to hone the skills, attitudes and abilities of the students who need to acquire the best quality of education they could ever have.

## 1.2 Faculty Evaluation Results

**Table 5**  
**Customs Faculty Evaluation Results from 2005 – 2008**

<b>School Year/ Semester</b>	<b>No. of Faculty Evaluated</b>	<b>Student Evaluation</b>	<b>Dean’s Evaluation</b>	<b>DH’s Observation</b>	<b>Self Evaluation</b>	<b>Attendance Rating</b>
1 <sup>st</sup> Semester 2005 – 2006	4	35.82	33.95	14.65	5.00	5.00 94.42
2 <sup>nd</sup> Semester 2005 – 2006	4	35.57	32.73	14.65	5.00	4.99 92.94

1 <sup>st</sup> Semester												
2006 – 2007	4	34.74	34.65	14.80	5.00	4.94	94.13					
2 <sup>nd</sup> Semester												
2006 – 2007	4	34.13	33.78	14.85	5.00	4.97	92.73					
1 <sup>st</sup> Semester												
2007 – 2008	4	35.37	33.60	14.80	5.00	4.98	93.75					
2 <sup>nd</sup> Semester												
2007 – 2008	4	35.14	33.08	14.70	5.00	4.97	92.89					

School Year/ Semester	No. of Faculty Evaluated	SE	DE	DO	SE	PE	R	C	A	TIP	Rating
1 <sup>st</sup> Semester											
2008 – 2009	4	1.55	0.82	0.82	0.15	0.15	0.15	0.18	0.25	0.16	4.48
2 <sup>nd</sup> Semester											
2008 – 2009	4	1.54	0.83	0.83	0.15	0.15	0.15	0.25	0.25	0.21	4.67
1 <sup>st</sup> Semester											
2009 – 2010	4	1.55	0.84	0.84	0.15	0.15	0.17	0.19	0.25	0.24	4.59
2 <sup>nd</sup> Semester											
2009 – 2010	4	1.39	1.00	0.74	0.25	0.25	0.63	0.23	0.25	4.61	

SE- Student Evaluation;DE-Dean's Evaluation;DO-Dean's Observation;SE-Self-Evaluation;PE-Peer Evaluation; R-Research;C-Community Extension;A-Attendance;TIP-Teaching Institute Program

Results from the table show that the aggregate assessments showed very high ratings on faculty evaluation particularly in the customs administration field. This speaks highly of the screening admission/hiring policy of the LPU as to the quality of faculty it hires to serve as instructors of customs administration students and the faculty development programs of the institution named as TIP and departmental faculty development program. Expectedly, the faculty, showed very good performance in their instructional tasks. This was evident on the high ratings given by students, department heads' and dean's ratings.

**1.2 Physical plant and facilities.** The physical plants and facilities of a college must be adequate for the attainment of the objectives of the institution and to truly be able to serve the students well.

**Site and campus.** Site and campus are essential components of the physical plant and facilities in order that the college of education could continue more attraction to customers. Assessments on the Lyceum of the Philippines University's site and campus are reflected in Table 6.



Both groups gave similar assessments that the site and campus of the college were good as reflected in composite means of 4.00 and 4.30 with the faculty giving higher assessments. All other considerations on the site and campus as to space for activities, landscape and access to transportation were agreed to be good by both groups. Both also had same assessment that the university had very good school development plan and provision for possible expansion.

The results imply that for the respondents, the site and campus were generally good for them. The deeper inference is that the college is a good ground for them to learn and prepare for the students’ future career as customs administrators.

**Table 6**  
**Status of College of Customs Administration**  
**in terms of Site and Campus**

<b>Responses</b>	<b>Items</b>	<b>Students</b>		<b>Faculty</b>	
<b>WM</b>	<b>VI</b>	<b>WM</b>		<b>VI</b>	
The site is safe from traffic transportation dangers and excessive noise disturbances		3.9	Good	4.2	Good
It is sufficiently extended from the outdoors educational activities such as athletics, cultural etc.		3.9	Good	4.3	Good
The school has adequate areas for various activities required by the course.		4.5	Good	4.7	Very Good
The school is accessible to transportation.		3.7	Good	4.1	Good
It is provided with facilities for electricity, water, drainage and sewage disposal.		3.8	Good	4.2	Good
The campus is properly landscaped, well maintained and conducive to work and study.		3.7	Good	4.0	Good
The school has a physical development plan and has adequate space for expansion.		4.7	Very Good	4.8	Very Good
The school is located in place wherein students are free from any temptations like vices, drugs and the like		3.9	Good	4.2	Good

**Composite Mean****4.0****Good****4.3****Good**

**Classrooms.** The PACUCOA requires that the size and number of the classrooms should be sufficient to accommodate the student population. They should be adequately equipped with furniture and blackboards and should have a pleasant atmosphere. Lighting ventilation and aesthetic appearance should be contributory to the satisfactory achievement of learning.

The composite means of 3.90 and 4.20 from the two groups of respondents reveal that classrooms were good with the faculty rendering slightly higher assessment. The students considered number of electrical outlets as best assets of rooms maybe because of the availability of outlets for LCD, laptop, etc. as these items are being used in the presentation of lectures. The faculty members added air-conditioned rooms and quiet environs were good points observed as it relieve them from stress. The environment is able to maintain the engagement of the students in the discussion of lessons.

**Table 7**  
**Status of College of Customs Administration in terms of Classrooms**

Responses WM	Items VI	Students WM	Faculty VI		
	Classrooms have proper light intensity and sufficient supply of clean and air which can contribute to the effective learning situations	3.9	Good	4.2	Good
	Classrooms are air conditioned	4.0	Good	4.3	Good
	Classrooms and lecture rooms are provided with adequate electrical outlets	4.2	Good	4.3	Good
	Classrooms and lecture rooms are situated in a quiet place.	3.8	Good	4.3	Good
	There are adequate classroom furniture and fixtures for various student activities	3.7	Good	4.0	Good
<b>Composite Mean</b>		<b>3.9</b>	<b>Good</b>	<b>4.2</b>	<b>Good</b>

The results infer that the classrooms in the College of Customs Administration are conducive to learning which contribute to effective educative process. This also shows the care of the University to oversee that the students are provided the necessary conducive climate for learning.

**Laboratories.** Laboratories are essential parts of the curricular program of a Higher Education Institutions (HEIs). They include not just the space but also the supplies the equipment and features for good laboratories to help attain the course objectives of their program offering.

The results of the evaluation show that the respondents considered the laboratories as good with composite means of 3.70 and 4.10 with the faculty giving higher assessment. Most of the items on laboratories were good as to availability of staff, safety devices, ventilation and space to accommodate activities. The result shows the preparedness of the College to give the students the human resource and the available physical facilities so that students may be able to work hands- on in laboratories.

Students, however, considered fair the concern on number of computer units and the availability of software and hardware. This means that for the students they have a stronger need for computers as most of the work assignments of their teachers need the use of research materials which can be facilitated through computers.

**Table 8**  
**Status of College of Customs Administration**  
**in Terms of Laboratories**

<b>Responses</b> <b>WM</b>	<b>Items</b> <b>VI</b>	<b>Students</b> <b>WM</b>		<b>Faculty</b> <b>VI</b>	
	The college has adequate mock laboratory, athletic and computer laboratories to accommodate class without over crowding.	3.8	Good	4.2	Good
	Laboratories are properly lighted ventilated and has fire exits	3.7	Good	4.3	Good
	Classrooms and lecture rooms are provided with adequate electrical outlets	3.9	Good	4.0	Good
	There are adequate classroom furniture and fixtures for various student activities	4.1	Good	4.2	Good
	Laboratory equipments are provided with proper safety devices, safety measure and with description of instructions on their operation	4.0	Good	4.2	Good
	Physical education, science laboratories and computer laboratory staff are always available	3.5	Good	4.0	Good
	Computer units are available and in good working conditions	3.4	Fair	4.0	Good

Software and hardware are up to date	3.3	Fair	3.9	Good
<b>Composite Mean</b>	<b>3.7</b>	<b>Good</b>	<b>4.1</b>	<b>Good</b>

**Student services.** The school needs to have a well-organized student assistance program. The school provides special services to students and the academic community such as guidance, remedial program for deficient students and academic community, safety and security services.

**Library.** The library is repository of knowledge. It is from where students may get added knowledge to augment knowledge derived from their professors and reference books. Table 9 shows assessment on the library.

Results show that generally both groups of respondents gave a good assessment on the area on library with 3.59 and 4.10 of which the faculty gave higher assessment. While all concerns on library were given good ratings by the faculty, the students rated the following to be fair among which were adequacy of reference books and periodicals for customs administration, day of service on non-class days and audio-visual materials as well as application of OPAC, Internet and CD materials.

The table means that the students assess that there is a strong need for these materials to support their learning through the library. The more references there are the better for students to be enriched in their understanding and be updated with the trends in Customs Administration materials as references. Moreover, there is need for efficient OPAC cataloguing so that search for materials is facilitated thus; less time is consumed in searching for reference materials.

Table 9  
Status of College of Customs Administration in terms of Library

Responses WM	Items VI	Students WM	Faculty VI
There are available local and foreign Books and materials.		3.7	Good 4.1 Good
There is enough collection of reference Materials in customs education.		3.4	Fair 4.0 Good
There are periodicals which are adapted particularly to the interest and needs of Customs students		3.4	Fair 3.9 Good
The library is open on non-class days and sufficient audio visual equipment are available.		3.3	Fair 3.8 Good

The library is conducive to study and Research.	3.9	Good	4.4	Good
Application of technology (OPAC, internet facilities, CD-ROM collections, etc) is sufficient	3.4	Fair	4.1	Good
Library staff attitudes (willingness to help and accommodate library users, etc) are acceptable	3.6	Good	4.1	Good
Strategic location and easy access	3.5	Good	4.1	Good
Dissemination of well-defined procedures	3.5	Good	4.0	Good
<b>Composite Mean</b>	<b>3.5</b>	<b>Good</b>	<b>4.1</b>	<b>Good</b>

**Guidance and counseling.** Student at times encounter problems which may either be family, personal or school related. This needs assistance from the school through guidance and counseling. Table 10 depicts the status of College of Customs Administration in terms of guidance and counseling.

The composite means of 4.00 and 4.20 reflect good assessments on the services of the college in guidance and counseling with the faculty giving higher assessments. From the faculty, the best practice in the guidance service is the keeping of information to be strictly confidential as presented in weighted mean of 4.50 followed by the skills and effectiveness of guidance counselors while the students noted the efficient administration of tests and immediate release of results as well as attitudes of the guidance counselors.

**Table 10**  
**Status of College of Customs Administration in terms of Guidance and Counselling**

<b>Responses</b> <b>WM</b>	<b>Items</b> <b>VI</b>	<b>Students</b> <b>WM</b>	<b>Faculty</b> <b>VI</b>
Guidance services provide opportunities to establish closer relation with parents .		3.9	Good 4.0 Good
Qualified staff is assigned to supervise student programs.		3.8	Good 4.1 Good
Guidance Office provides for consultation among guidance counselors, teachers, administrators and parents		3.8	Good 4.2 Good
Provisions are made for orientation of late enrollees and transfer students such as individuals or group counseling and giving brochures hand – outs and			

student handbooks	3.6	Good	3.9	Good
The school's evaluation program is evaluated Periodically.	3.9	Good	4.1	Good
Administration of tests and delivery of test results are prompt and efficient.	4.3	Good	4.4	Good
The attitudes of guidance personnel are Acceptable.	4.2	Good	4.4	Good
Strict handling of confidential information	4.0	Good	4.5	Good
Skills and effectiveness of guidance counselors	4.1	Good	4.3	Good
<b>Composite Mean</b>	<b>4.0</b>	<b>Good</b>	<b>4.2</b>	<b>Good</b>

This infers that generally the guidance services are rated as good but needs more improvement on the concern on giving late enrollees and transferees' orientation and brochures and hand-outs about university policies and the like.

**Registrar's Office.** Services of the Registrar's Office are important to students as the office holds all their necessary records. Assessments of the Office are presented in Table 11.

It can be noted that both groups of respondents assessed the services rendered by the Registrar's Office as good with ratings of 3.50 and 4.10 with the faculty giving higher assessment. From the services, the faculty noted best practices of strict implementation of admission policies and procedures, accuracy and correctness of students' records and promptness of release of student records which was given same weighted mean of 4.30.

**Table 11**  
**Status of College of Customs Administration**  
**in terms of Registrar's Office**

<b>Responses</b>	<b>Items</b>	<b>Students</b>	<b>Faculty</b>
<b>WM</b>	<b>VI</b>	<b>WM</b>	<b>VI</b>
The office's adherence to admission policies and procedures		3.7	Good
The office's responsiveness to the students' requests and inquiries		3.5	Good

The accuracy and correctness of student records	3.5	Good	4.3	Good
The promptness of the release of student records	3.7	Good	4.3	Good
Attitudes and decorum of personnel	3.5	Good	4.0	Good
Dissemination of well-defined procedures	3.6	Good	4.0	Good
Promptness of assistance given during enrolment	3.5	Good	4.0	Good
Promptness of assistance given in adding and dropping of subjects	3.4	Fair	3.9	Good
Promptness of assistance given to students with problems during enrolment and graduation periods	3.3	Fair	3.8	Good
Promptness of assistance during application and release of grades, scholarships(deans list) and documents on specified dates	3.2	Fair	4.0	Good
<b>Composite Mean</b>	<b>3.5</b>	<b>Good</b>	<b>4.1</b>	<b>Good</b>

For the students, best practices noted were strict implementation of policies and procedure as well as immediate release of results but noted as fair prompt assistance in adding or dropping of subjects, assistance to students with problems in enrolment and in graduation as well as promptness of assistance during application, release of grades of scholarships and other documents. Results infer that there is a need to address the areas found weak by students such as promptness of assistance given in adding and dropping of subjects; promptness of assistance with problems during enrolment and graduation periods; and promptness of assistance during application and release of grades, scholarships (dean's list) and documents on specified dates so that the students may be completely served.

**College Dean's Office.** The services in the Dean's office are of importance also to students. This is where queries on student concerns on subjects and grades are forwarded. The results of the assessments are shown in Table 12.

**Table 12**  
**Status of College of Customs Administration**  
**in terms of College Dean’s Office**

<b>Responses</b>	<b>Items</b>	<b>Students</b>	<b>Faculty</b>		
<b>WM</b>	<b>VI</b>	<b>WM</b>	<b>VI</b>		
Its support to students’ concerns and activities		3.2	Fair	4.0	Good
Promptness in attending to student concerns		3.4	Fair	3.9	Good
The dean’s attitude towards the students		3.6	Good	4.2	Good
The attitude of office personnel towards the students		4.0	Good	4.3	Good
Objectivity in handling students’ cases		4.1	Good	4.4	Good
Availability of the staff		3.9	Good	4.0	Good
<b>Composite Mean</b>		<b>3.7</b>	<b>Good</b>	<b>4.1</b>	<b>Good</b>

Data show that both groups of respondents considered services in the dean’s office are good with composite means of 3.70 and 4.10 with the faculty giving higher assessment. The faculty noted the best practice was that the dean objectively handled students’ cases while the attitude of the personnel toward the students was also found good by the faculty. These speak well of the dean in meeting the concerns of the students and the attitudes of the personnel toward the students. In this way, the students will be encouraged to be more open to the college officials and therefore may be informed of what students need. Lowest assessed by the faculty was promptness in attending to students’ concerns.

For the students, these were also the best practices mentioned but noted services were only fair in supporting and assisting students in their concern and also noted as fair was attitude of the dean towards the students. These infer that more efforts should be taken to make the Dean’s Office more open to students considering that the students are the clientele who need to be served.

**Office of Student Affairs.** The Office is an interactive office that should allow students to be more participative in College concerns. Results are shown in Table 13.

Results of the study show that generally, both groups also assessed the services of the Office of Student Affairs as good. The good evaluation was based on composite means of 3.70 and 4.10 with the faculty having higher assessment. Given highest assessment of 4.30 and described as good by faculty were the implementation of disciplinary rules and measures and adequacy of co-curricular activities. This means that faculty was aware of the efforts of the



College to enforce strict discipline in the College. Evidently, a disciplined campus makes learning more productive as there is peace in the campus. However, lowest observed service but still assessed as good was well-defined and simplified procedures. This means that the College officials have to re-orient the students on the disciplinary measures so that students become more familiar on the do's and dont's in the college.

**Table 13**  
**Status of College of Customs Administration in terms of Student Affairs Office**

<b>Responses WM</b>	<b>Items VI</b>	<b>Students WM</b>		<b>Faculty VI</b>	
Adequacy and sufficiency of activities promoting growth		3.8	Good	4.0	Good
The office's responsiveness to students' complaints		3.5	Good	4.1	Good
Adequacy of functional leadership training opportunities		3.6	Good	4.2	Good
Adequate co-curricular programs and activities (student publication and organization etc)		3.5	Good	4.3	Good
Well-defined and simplified procedures		3.7	Good	3.9	Good
Implementation of disciplinary rules and contributions to character formation		3.8	Good	4.3	Good
<b>Composite Mean</b>		<b>3.7</b>	<b>Good</b>	<b>4.1</b>	<b>Good</b>

On the other hand, students also considered implementation of disciplinary measures and adequacy of activities promoting growth which had mean of 3.80 as good but was lower compared to assessment of faculty. Students gave low assessments on responsiveness to students' complaints as well as on adequacy of school activities inferring that the Office has to also be responsive to students' concerns and provision of more activities so that more students would be able to participate in activities.

**Health services.** Students should also be assisted by the College in their health concerns. Results on these are shown in Table14.

Data on health services were rated as good by students and faculty with composite means of 3.70 and 4.00, respectively. Highest weighted mean for the faculty was 4.30 on .proper scheduling of annual check-ups while lowest mean was adequacy of medicines and medical facilities inferring that the College should also address health concerns of students. On

the other hand, students noted the proper decorum of the health personnel as well as the effective dissemination of health information. These show appreciation of students on the traits of health personnel and their ability to pass on information on health teachings. Lowest assessment was also on adequacy of medical supplies and availability of medical facilities.

As these were both rated low by the two groups of respondents, the College has to respond to these needs so that health concerns of students may be better served. This means there should be more provisions for medicine and more supplies so that other health needs of students may be addressed.

**Table 14**  
**Status of College of Customs Administration**  
**in terms of Health Services**

<b>Responses</b> <b>WM</b>	<b>Items</b> <b>VI</b>	<b>Students</b> <b>WM</b>		<b>Faculty</b> <b>VI</b>	
Promptness of the provision of health services		3.7	Good	4.0	Good
Adequacy of medicines and medical supplies		3.4	Fair	3.9	Good
Adequate of medical facilities		3.5	Good	3.9	Good
Attitude and decorum of staff		3.9	Good	4.1	Good
Health education program and health information dissemination is effective		3.9	Good	4.0	Good
Proper scheduling of annual check-ups		3.8	Good	4.3	Good
Medical assistance in sports fest and other school activities is effective		3.7	Good	4.1	Good
<b>Composite Mean</b>		<b>3.7</b>	<b>Good</b>	<b>4.0</b>	<b>Good</b>

**Enrolment.** The number of students in the College determines the sustainability of the program and the attractiveness of the customs administration program .Results are shown in Table 15.

**Table 15**  
**Status of College of Customs Administration**  
**in terms of Enrolment**

<b>School Year</b>	<b>First Semester</b>	<b>Second Semester</b>	<b>Summer</b>	<b>TOTAL</b>
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2005 – 2006	506	450	120	1,076
2006 – 2007	417	400	101	918
2007 – 2008	360	344	149	853
2008 – 2009	337	321	145	803
2009 – 2010	338	313	129	780

Source: Office of the Registrar

Results from the table show that there is a continuous decline in the enrolment of Customs Administration for the period of SY 2005-2006 to SY 2009-2010. The highest numbers of enrollees were in SY 2005-06 which registered a total of 1,076. The enrolments were on a lower trend on which went down to 918, 853, and 803. Lowest enrolment was SY 2009-2010 with a total of 780.

The low trend of enrolment may be attributed to the unattractiveness of the course because maybe the students are not aware about the nature of Customs Administration as a profession. Furthermore, a preference of the students to enrol in a State University might be another factor considering the tuition fees or cost.

The implication is there is a need for strong marketing strategies to attract students and sustain the number of students in the course and to review the tuition fee scheme for the program to survive competition.

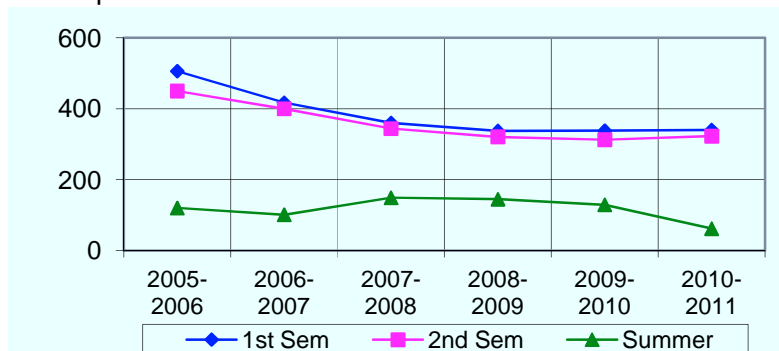


Fig. 1. Customs Administration enrolment of the period 2005-2011

Figure 1 shows the graphical presentation of status of Customs Administration enrolment of the five year period 2005-2011.

**Faculty Development Programs.** A college should have a long term faculty development program. This includes provisions like scholarships, leaves research grants, etc. The college must have professionally alert members of the faculty as evidenced by their membership in

professional organizations, productive scholarships and their consistent attendance in meetings. Individual and school effort for the professional growth of staff members should be extensive and effective.

**Table 16**  
**Faculty Development Program of the College of**  
**Customs Administration for SY 2010-2012**

<b>Nature of Training/ Development</b>	<b>Target Date of Training/Development</b>	<b>Objective of Training/ Development</b>
CBA Faculty Development Seminar	2010 – 2012	To enhance the teaching effectiveness of Customs Administration teachers
Graduate Studies	2009 – 2012	To improve the faculty profile of the department through teacher's completion of graduate program
EKONEK Seminar	2011 – 2012	To improve teaching effectiveness of effectiveness of Customs Administration teachers
Membership in Professional Organization	2010 – 2012	To enhance the teaching effectiveness of teachers through membership to CCBI, PACBE, PCDEB, CODEB4A, INCU, etc.
CCBI General Assembly	2010 – 2012	To update the latest trends and development of customs and tariff policy

As can be noted, the College has provisions for professional upgrading through seminars and trainings as well as graduate studies. Membership in professional organizations was also addressed which is also on way of developing a strong faculty.

This is a good indication of the strong efforts of the College to ensure that the faculty members are provided the opportunities for growth. In the educational field, there should be a continued move so that learning of faculty continues. A good studentry can only come from a good and strong faculty. Evidently, the College is doing well for the faculty.

**Affiliations and linkages.** Faculty should also be open to affiliations and linkages as these are avenues from where they may meet other professionals who may enrich the faculty's bank of knowledge.

**Table 17**  
**Status of College of Customs Administration**  
**in terms of Affiliations and Linkages**

<b>Responses</b>	<b>Items</b>	<b>Students</b>		<b>Faculty</b>	
<b>WM</b>	<b>VI</b>	<b>WM</b>		<b>VI</b>	
The school orientation program in linkage with information technology industry is evaluated.		3.8	Good	3.9	Good
The active involvement of all sectors of the school particularly the faculty members is required.		3.5	Good	3.9	Good
Opportunities are available for students to present their capabilities to potential employers.		3.5	Good	3.8	Good
The College has a tie up with brokerage industry.		3.9	Good	4.1	Good
The College provides a continuous faculty development and OJT with government agencies.		3.9	Good	4.1	Good
The College provides opportunities to relate or reach out to the parents by way of conducting forum and symposia for employment .		3.8	Good	3.9	Good
The College assigns competent staff to follow studies of graduates and its results are communicated to proper authorities .		3.6	Good	3.8	Good
Linkages of the College with National Organization		3.8	Good	4.0	Good
Timer frame for practicum is sufficient enough to experience the needed procedure and practices of establishments .		3.3	Fair	3.8	Good
The College benchmarks with other school for other knowledge and experiences					

exchanges.	3.2	Fair	3.5	Good
<b>Composite Mean</b>	<b>3.6</b>	<b>Good</b>	<b>3.9</b>	<b>Good</b>

The results show that the two groups of respondents have similar assessments of good on the area of linkages and affiliations which had composite means of 3.60 as rated by students and 3.90 as rated by faculty. Given highest rating of 4.10 by faculty were the College’s linkages with brokerages and continuous faculty development program and OJT program in industries. These are important as seen by faculty as linkage with brokerages and faculty development program and OJT in brokerages are avenues where students may learn better and find experience and practical application of theories and policies in customs administration learned inside the classroom. Lowest rated by the faculty as seen in weighted mean of 3.50 was the benchmarking activity of the College to other colleges offering Customs Administration.

On the part of the students, highest rating of 3.90 was also given to the linkages with brokerages, the faculty development program and the sustained OJT program. Evidently, the students see the relevance of these linkages to their education and to their preparation on their future life as customs administrator.

This is what they value in their OJT which give them hands-on experience and learnings in the field of specialization. Also, students could have known that strong faculty is needed as they become better in their teaching- learning activities. The students also noted that the college does not go into benchmarking activities. This is not done as the College is already the leading College offering customs administration.

**Research.** This is a CHED mandate that Colleges specifically its faculty be involved in research. At the Customs Administration, research is also indicative of the quality of faculty it has. Table 18 shows the research activities of the faculty.

**Table 18**  
**Research Status of the College of Customs Administration**

<b>Completed Researches</b>	<b>Person(s) Responsible</b>
Performance of the LPU in the Customs Brokers Licensure Examination (2002-2006)	Dr. Arnold N. Ditan
Tracer Study of the Customs Administration Graduates of the LPU from SY 2001-2005: Basis for Enhancement and Quality Services	Mrs. Gloria M. Regalario
The Socio-Economic Impact of the Port of Batangas in the Development of the Coastal Municipalities of the Batangas Bay Region	Dr. Arnold N. Ditan

**On-going Research Researches**

Status of the LPU Customs Education:  
Basis for Strategic Marketing Plan Dr. Arnold N. Ditan

**Proposed Researches**

Performance of the LPU in the Customs  
Brokers Licensure Examination (2007-2011) Dr. Arnold N. Ditan

Port Ancillary Services in the Port of Batangas:  
It's Contribution to Economic Development of the  
Province of Batangas Dr. Arnold N. Ditan/  
Dr. Julia A. Macalalad

The research participation of the faculty of the College of Customs Administration depends on the interest and the strengths of individual faculty with the college providing the research directions. To support research, the college provides sufficient journals from where faculty may find interest in topics or find interest to publish their work. Journals are important to update customs administration faculty on current trends and read about conference proceedings on relevant sources for their on-going research.

As can be noted, most of the researches conducted by the faculty are aligned on the priorities of the CHED such as tracer study and licensure performance. There was however, also an effort to go beyond institutional concerns such as study on the development of the customs administration.

The results show that there is need to have more research for the college which may be done through incentives. These may be made stronger and other benefits may be offered so that faculty may be more involved in research.

**Community extension.** As described by the PACUCOA, the school and its resources must be committed to and be active participants in community activities, growth and development. As an instrument of social and cultural transformation and an agent of change, the school must develop in its student a social conscience, through awareness, concern and involvement in the community development. Assessment on extension activities are shown in Table 19.

**Table 19**  
**Status of College of Customs Administration in terms of Community Extension**

<b>Responses</b>	<b>Items</b>	<b>Students</b>		<b>Faculty</b>	
<b>WM</b>	<b>VI</b>	<b>WM</b>		<b>VI</b>	
The College is aware of the environment it serves including its resources.		3.8	Good	4.0	Good
The College is well-informed about the environmental, social, economic, cultural					

and spiritual needs of the community it serves.	3.6	Good	4.2	Good
The objectives of the community services are in consonance with the goals and objectives of the school .	3.9	Good	4.3	Good
The College shares resources with the community when needed .	3.7	Good	4.0	Good
The College utilizes available community resources.	3.6	Good	3.9	Good
<b>Composite Mean</b>	<b>3.7</b>	<b>Good</b>	<b>4.1</b>	<b>Good</b>

Data on the status of College of Customs Administration in terms of community extension reveal good assessments from both faculty and students alike with 3.70 and 4.10 weighted means from the students and faculty. For the faculty, highest weighted mean was 4.30 on the idea that the extension activities were in consonance with the goals and objectives of the college. This is important to make the services more functional and productive not only for the college but also for its beneficiaries. Lowest weighted mean was 3.90 on item the college used community resources. The result infers that the college does not rely on the community resources for extension activities; however, to empower communities, they should be working in partnership with the extension clientele.

The observation of the faculty was the same as that of the students who also noted extension activities were aligned with the goals and objectives of the college and that community resource were not as much utilized as shown in weighted means of 3.90 and 3.60.

Generally, it could be said that the community extension activities of the College of Customs Administration support the mission of the school in uplifting the social and economic condition of the school’s adopted community – Brgy. Wawa, Malitam and SHL Restoration Village, Sico, Batangas City.

## 2. Perceived Opportunities and Threats of the College of Customs Administration

The College as an institution also faces opportunities and threats. It is important to be aware of these as they will help determine the sustainability of the customs administration program. Table 20 presents the opportunities and threats as perceived by the students.



**Table 20**  
**Opportunities and Threats as Perceived by the Students**

Opportunities			Threats		
Item	F	%	Item	F	%
The demand for customs professionals	124	82.67	Tuition and Misc. Fees are higher than other schools	130	86.67
The development of CALABARZON/ ports/airports of entry	133	88.67	Accessibility of the campus	87	58.00
Linkages and affiliations to the companies who are leaders in the field	126	84.00	Competition against other customs schools in the area	80	53.33
The possibility of international practicum	117	78.00	Professional Dev't. Program of Customs Faculty	92	61.33
The upgrade of material resources and facilities in compliance with the Standards/quality assurance/accreditation	110	73.33	Customs courses are still in the budding stage	100	66.67
Support from the Administration	115	76.67	Demand for other courses	68	45.33
			Employability after Graduation	109	72.67
			Board Passers	56	37.33

For the students, the highest percentage of 88.67 reflected opportunities of the CALABARZON as great opportunities for them. It could be because the CALABARZON would be a rich source of possible jobs. Linkages and affiliations as well as demands for customs professionals were likewise considered opportunities by the students as shown in percentages of 84.00 and 82.67. Lowest rated was the upgrade of material resources and facilities in compliance with the standards/quality assurance and accreditation with weighted mean of 73.33. This can be attributed to the fact that LPU is already ISO certified and have most number of accredited programs.

From the results, it can be inferred that students were more focused on opportunities which would help them in their future career and employment. This is an indication that the field they got into in customs administration was relevant to the needs of employment market. It should be noted however that the demand for customs professionals is of vital in the development of the international port of Batangas.

As to threats, the students noted that the high tuition fees and miscellaneous become a threat as other schools offering the same program give lower charges on students' fees. Moreover, another threat was employability .It was considered a threat because this is a natural phenomena that majority of graduates found difficulty in searching for vacant jobs as there are millions of graduates every year.

**Table 21**  
**Opportunities and Threats as Perceived by the Faculty**

Opportunities			Threats		
Item	F	%	Item	F	%
The demand for customs professionals	19	76.00	Tuition and Misc. Fees are higher than other schools	25	100.00
The development of CALABARZON/ ports/airports of entry	25	100.00	Accessibility of the campus	18	72.00
Linkages and affiliations to the companies who are leaders in the field	22	88.00	Competition against other customs schools in the area	17	68.00
The possibility of international practicum	21	84.00	Professional Dev't. Program of Customs Faculty	19	76.00
The upgrade of material resources and facilities still in the budding stage	20	80.00	Customs courses are in compliance with the standard/quality assurance/ accreditation	21	84.00
Support from the Administration	18	72.00	Demand for other courses	21	84.00
			Employability after Graduation	23	92.00
			Board Passers	16	64.00

The implication is that the College should find ways on how to attract students and be able to give them affordable education. Moreover, the college should find ways on seeing to it

that there are mechanisms so that the graduates get employed after graduation. Table 21 shows the opportunities and threats as perceived by the faculty.

Results from the table show that the percentages on opportunities were highest in terms of presence of CALABARZON and affiliations and linkages which were justified in percentages of 100 and 88. The observation is in synch with the cited opportunities by the students who likewise pointed similar observation. In the study of Regalario (2009), most of the LPU graduates are employed in different brokerage firms, freight forwarding companies, banks, import and export firms, private companies, schools and even government agencies including Bureau of Customs, Philippine Ports Authority, Philippine Economic Zone Authority and other related government agencies.

It could be that these were viewed to create opportunities for students to find work. The concern on employability is important as it shows the quality of an institution. The employability of graduates would mean that the college had matched the requirements of the agency.

As to threats, the faculty was apprehensive on the tuition and miscellaneous fees and employability of the graduates as well as the realization that the customs course is still in the budding stage. The faculty’s concern on employability is taken seriously as they play a key role in the quality of graduates the college produces. If the students have graduated but do not yet get jobs, the part of responsibility would include the faculty. Also, the employability of graduates would be an attraction to students to take the program. Although if on the budding stage, if graduates are employable, the program may be sustained and continue to grow.

**Summary of the Level of Satisfaction of the Customs Students in terms of the Areas Evaluated**

**Table 22**  
**Summary of the Level of Satisfaction of the Customs Students**  
**in terms of the Areas Evaluated**

Areas	WM	VI	Rank
Faculty and Instruction	4.4	Satisfied	1
Site and Campus	4.0	Satisfied	2
Classrooms	3.9	Satisfied	3
Laboratories	3.8	Satisfied	4.5
Library	3.4Moderately	Satisfied	11
Guidance and Counseling	3.6	Satisfied	7
Registrar’s Office	3.4 Moderately	Satisfied	11
College dean’s Office	3.8	Satisfied	4.5
Office of Student’s Affairs	3.6	Satisfied	7
Health Services	3.4Moderately	Satisfied	11
Affiliations and Linkages	3.6	Satisfied	7
Community Extension	3.5	Satisfied	9
<b>Composite Mean</b>	<b>3.7</b>	<b>Satisfied</b>	

Results in the summary table show that the top three services but described as showing satisfaction among students were faculty and instruction, site and campus, and classrooms with weighted means of 4.40, 4.00 and 3.90, respectively.

This reveals that the respondents valued the faculty of customs administration being impartial to all students in several aspects, aware of institutional value and could express themselves fluently and spontaneously. They had also shown that they live with the community’s expectation having possessed the highest standard of professionalism as well as the good and convenient classroom and well-located university.

The results infer that the students noted the instructional delivery in the College and the facilities of classrooms as well as site and campus indicating that these are most evident at the Lyceum of Philippines University.

On the other hand, the lowest assessment was 3.40 given to Health Services, Library and Registrar’s Office.

The results can be attributed on the fact that they acquire necessary services of dental and medical clinic and other medical facilities. Some situations when the respondents had encountered delay in the release of their records specially those who had taken their board exam. Improvements and review of implementation of services of the health unit, the library and the registrar’s office is encouraged so that students may be better served.

#### 4. Proposed Marketing Strategies

The study was conducted in the view that the results may be used as frame of reference for improving the customs education program. Along this concern, a matrix of marketing strategies was prepared.

**Table 23**  
**Marketing Strategies for the Customs Education Program**

<b>Objectives</b>	<b>Marketing Strategies</b>	<b>Persons Involved</b>	<b>Expected Outcome</b>
To attract more enrollees to the program	<ul style="list-style-type: none"> <li>• Use of fliers / brochures</li> <li>• Invitation to freshman students to University tour</li> <li>• Visitation of student organization officers to high schools</li> </ul>	<ul style="list-style-type: none"> <li>• College – Personnel and Faculty</li> <li>• Faculty</li> <li>• Student Organization</li> </ul>	There will be information dissemination about the program which may attract future students.
To review the data base of trend of enrolment and determine possible	<ul style="list-style-type: none"> <li>• Research on enrolment trends</li> <li>• Research on factors affecting</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty and student Researchers</li> </ul>	Data may be used to gain information on weak enrolment

influential factors	program sustainability		after which solutions may be studied.
To review tuition fees and assess its competitiveness with fees of other schools	<ul style="list-style-type: none"> <li>Review tuition fees and make appropriate projections suitable to economic capabilities of clientele</li> </ul>	<ul style="list-style-type: none"> <li>Faculty and student researchers</li> </ul>	Tuition fee adjustments may be attractive enough to motivate students to enroll in the course
To showcase expertise of faculty	<ul style="list-style-type: none"> <li>Involve faculty in invitations as speakers and guests in seminars</li> <li>Organize contests/workshops with faculty as facilitators</li> </ul>	<ul style="list-style-type: none"> <li>Faculty/administrators</li> </ul>	Potential market may be impressed with faculty and may wish to enroll in the University
To trace employability of students	<ul style="list-style-type: none"> <li>Conduct a tracer study to determine where students are their job status, etc</li> </ul>	<ul style="list-style-type: none"> <li>Faculty/student researchers</li> </ul>	University may determine the quality of their program and its responsiveness

## CONCLUSIONS

Based on the results, the following conclusions are drawn:

1. The Lyceum of the Philippines University Customs Education manifests good status as to faculty and instruction, physical plant and facilities, and student services. Affiliation, linkages and extension are also good however, enrolment, is on a decreasing trend. While faculty development is evident, there is need to involve more faculty members in the program and likewise improve on performance of faculty in research.
2. There are good opportunities for customs education primarily in possibilities of international practicum, presence of CALABARZON, and affiliations and linkages which would be useful to customs education students. Most evident threats are high tuition fees compared to other schools' fees, employability after graduation, and demand for other courses. That customs education is still in the budding stage was also a threat.

3. The students were mostly satisfied in the faculty and instruction and its site and campus; however, in lowest assessments were services of the library, registrar's office and health services.
4. The proposed marketing strategies when tried and implemented may serve as enhancement to the service and survival of the customs education program of the LPU-Batangas.

## RECOMMENDATIONS

From the foregoing conclusions, the researchers offer the following recommendations:

1. The College of Business Administration specifically the Customs Administration Department should maintain the quality of instruction being provided with the students.
2. Benchmarking on good practices in customs education may be considered for improvement in academic and employability potentialities for students.
3. Expanding and review of implementation of services of the health unit, the library and the registrar's office is promoted so that students may be better served.
4. Similar study focused on factors affecting enrolment and survival of students in customs education may also be considered.

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