

HISTORICAL BACKGROUND AND PROSPECTS FOR DEVELOPMENT OF NAVAL STATE UNIVERSITY, BILIRAN, PHILIPPINES

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ABSTRACT

The study generally aimed to trace the historical background of Naval State University (NSU) in Naval, Biliran, Philippines and relate the findings thereof to the prospects for development of the school. It used the historical and descriptive methods of research involving 256 respondents. NSU humbly started as Naval High School in 1946 then Naval Institute of Technology in 1974. There were rising and falling trends in the enrolment and graduation in the different curricular offerings of NSU except in the Colleges of Engineering and Arts and Sciences which enjoyed a constant increase in enrolment. The school plant and instructional facilities of NSU were perceived “adequate” by the respondents. For the next ten years, NSU’s degree profile program for faculty and employees, school plant, instructional facilities and linkage with various agencies for absorption of graduates may have been improved. In addition, education, engineering, AB, BS and other related courses may have been offered in NSU. A study may be conducted on the causes and effects of the various trends in the enrolment and graduation in the different curricular offerings of NSU and that, the prospective courses considered “high priority” especially those rated “highest priority” be offered in NSU ten years to come.

Keywords: prospects for development; school plant; instructional facilities; enrolment; graduation.

INTRODUCTION:

The main goal of a particular school is to hone to the maximum the characteristics of an individual for him to live effectively in an increasing and complex society. The underlying assumption is that, talent can be developed by educational means, and that the major resources of the school should be devoted in increasing the effectiveness of every individual. The school therefore has much to do with human resource development.

Section 2 of Republic Act No. 7722 (1994), "An Act Creating the Commission on Higher Education of the Philippines," requires the State "to protect, foster and promote the right of all citizens to affordable quality education at all levels and shall take appropriate steps to ensure that education shall be accessible to all."

It also mandates state-supported institutions of higher learning to gear their programs to national, regional or local development plans, and to exemplify the dignity and beauty of, as well as their pride in the intellectual and scholarly life.

Meanwhile, Philippines is continuously experiencing unemployment problem. With the passing years, unemployment rate keeps on increasing. To mitigate the said problem, the country is investing time, money and effort just to uplift its economy. This can be seen in one of the priorities and prospects for development of the Philippines. More jobs are generated in order to prevent increased unemployment.

In the Province of Biliran, Philippines, the said problem is not new. Naval State University (NSU), located in the heart of the capital town (Naval) of the province, is an institution of higher learning mandated to produce a certain number of quality graduates so that a balance in the labour market can be achieved. This can be done by a careful and thorough planning for future development of a particular institution. It is along this vein that the historical background of NSU in Biliran, Philippines has to be traced and prospects for educational development are to be considered.

OBJECTIVES OF THE STUDY:

This study aimed to trace the historical background of NSU in Naval, Biliran, Philippines and relate the findings thereof to the prospects for development of the school.

Specifically, it sought to answer the following questions:

1. What are the enrolment and graduation trends of NSU in the different curricular offerings?
2. What is the status of NSU as perceived by the faculty and employees in terms of:
 - 2.1 School Plant ;
 - 2.2 Instructional Facilities; and
3. What are the prospects for institutional development of NSU in the next ten years?

FRAMEWORK OF THE STUDY:

This study took hold of the following theoretical and conceptual frameworks as its solid foundation in the due course of its proceedings.

THEORETICAL FRAMEWORK:

This study is anchored on the development theory (Rose et al.1993) which states that networking between and among the various sectors of society is one viable mechanism for development worthy of emulation by other equally concerned institutions.

To further strengthen development, linkages with Non-Government Organizations (NGOs) and Private Organizations (POs) are set to achieve a common goal – development for all. Universities, colleges and schools should employ qualified and competent development workers, provide adequate school plant, instructional facilities and technical assistance in development endeavors and fund sourcing.

The deterioration of quality education in a particular system can be attributed to the grossly inadequate funding resources in both public and private schools. This connotes that multiple problems like inadequacy of textbooks, teaching materials, teaching aids and devices, poor school plant and classroom environment can cause such deterioration. Such environment is evident on the acute disrepair and maintenance of school buildings, equipment and facilities.

CONCEPTUAL FRAMEWORK:

This study generally aimed to trace the historical background of NSU in Naval, Biliran, Philippines. To deeply appraise the intention of said study, it looked into the enrolment and graduation trends in the different curricular

offerings, status of the school plant and instructional facilities and related the findings to the developmental prospects of NSU.

Figure 1: Presents the conceptual framework of the study

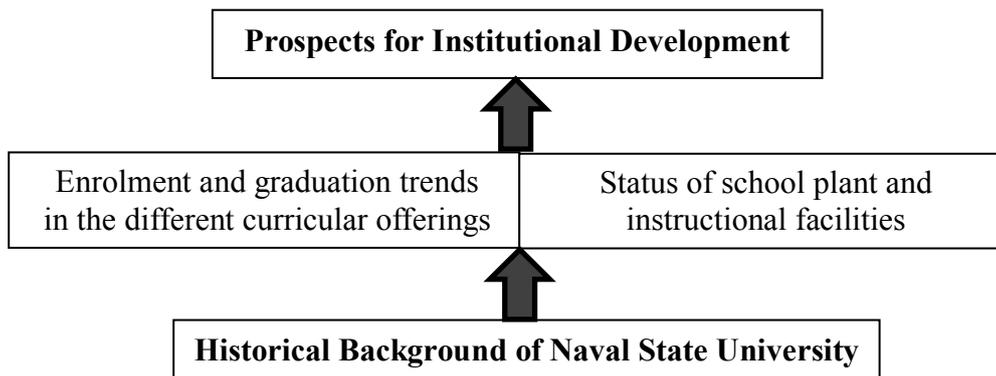


Figure 1. Conceptual framework of the study

REVIEW OF LITERATURE:

The following literature is reviewed to provide substance and support to the study.

In a research (Aves,1979) entitled: “The Physical Training Facilities and the Prospects for Development of Maigo School of Arts and Trades”, it revealed that there were three lots of the school which have no titles and these could be a hindrance in the laying out of the development plan of the school. While the buildings were found to be standard, the researcher found out that it has still a big chance for improvement.

The study on the establishment of Leyte Colleges (Basilio,1975) disclosed that the people yearned for a school right after the global war. The progress of the school was notable and the sharpened perceptions of the founders were fundamental in the growth of the institution. The school offered short-term courses to help develop the manpower needs of the region.

The growth and development of public vocational education has shown a steady increase in number from one school in 1901 to 222 schools in 1958 and a steady increase in enrolment of students in 1968 (Guiang, 1969).

The role of public vocational education in the economic development of the country is reflected in the constant revision of the curriculum of the different schools to conform with the economic development program of the government.

There were major problems which remain to be solved among which were: a) better buildings and facilities; b) better trained and professionally competent teachers; c) more sources of support and progressive system of financing the vocational education program; and d) matching the vocational training program with the economic development needs.

The study (Reyes,1979) entitled: “The Historical Development of Tuburan National School: Its Involvement in Community Development”, disclosed that the school was established after World War II through the efforts of the town officials of Tuburan, the provincial officials and the civic-spirited Tuburanons. Through the efforts of the government officials, the school was converted from a provincial high school to Tuburan National High School. The graduates and the school in general had been greatly involved in the cultural and economic development of its service area.

In his study (Vero, 1981) entitled: “Naval Institute of Technology: Its Historical Background, Status and Prospects for Development”, showed that the school had its humble beginning as a municipal high school before it was converted into a state college. Since its establishment in 1946 up to 1973, the findings of the study were: from the initial enrolment of 284, the student body multiplied; inconsistent municipal aid brought about the limited acquisition of equipment and facilities and the delay of teachers’ salary which was dependent on students’ fees. In its own little way, the school’s growth was still notable.

On the other hand, another study (Ebio,1990) disclosed that the colleges in Biliran will be able to provide the required standard quality and relevance of education. Its physical training facilities improved as a result of identifying the weaker aspects. The faculty profile will likewise improve when it reaches an estimated one-hundred per cent Master’s Degree holder as a result of the implementation of an aggressive faculty development program. The fiscal resources remain to be seen as a consequence of the country’s economic status. As far as educational development is concerned, he proposed the following aspects for implementation: improvement of

the physical training facilities, curriculum revisions, aggressive faculty development scheme, and proposals for attaining fiscal sufficiency.

The institution's plan and emerging trends most likely affect the curriculum development. Hence, the following must be taken into consideration: examine the trends in curriculum and training materials development, the main issues affecting them and review current development policies – their applications, strategies and implementations, and identify and devise practical measures which will facilitate organization, administration and implementations of the training materials development for the improvement of the curriculum (Badeo, 1997).

Generally, the review of literature showed that there had been researches pertaining to the historical background of a school and its prospects for development.

METHODOLOGY:

This section presents an overview of how the research was undertaken, the research design used, the description of the respondents, research instrument, the sources of data and the operational design utilized.

RESEARCH DESIGN:

The study used the historical and descriptive methods of research.

In tracing the historical background of NSU, secondary sources of data were considered. Data collected were documented and checked against official records available. Observations and interviews were likewise applied in order to ascertain the validity of data.

The data on the enrolment trend and number of graduates in the different curricular offerings were taken from the Office of the Registrar. Interviews and documentary analysis were combined in order to supplement and strengthen the needed data.

The data on the status of the school plant like area of the school site, number of buildings, and instructional facilities in terms of major equipment were gathered from the Supply Office.

A questionnaire was utilized to assess the status of NSU in terms of school plant and instructional facilities in the different curricular offerings.

The data was examined, analysed and evaluated to perceive a clearer and broader understanding of NSU's prospects for institutional development ten years hence.

RESEARCH RESPONDENTS:

The respondents of the study included ninety-nine (99) faculty and sixty-seven (67) employees of NSU. The respondents perceived the status of NSU in terms of school plant and instructional facilities. It also included thirty (30) businessmen, thirty (30) professionals and (30) educators in the municipality of Naval who rated the prospects for curricular expansion of NSU ten years from then. A total of two hundred fifty-six (256) respondents were involved in the study.

RESEARCH INSTRUMENT:

A structured questionnaire was utilized. It was composed of four parts. Part I elicited data on the personal profile of respondents. Part II covered the status of the school plant; Part III – the status of the instructional facilities and Part IV was used to gather data on the prospects for curricular expansion of NSU in the next ten years.

There were three sets of questionnaire utilized. The first set was for the faculty, the second for the employees and the third, for the community respondents. The faculty were made to rate the status of the school plant, principal and auxiliary facilities and prospects for curricular expansion. The employees rated the same variables except on the principal facilities in the different curricular offerings considering that they had no direct control over said facilities. For the community respondents, they were made to rate only for the prospects for curricular expansion.

DATA SCORING AND INTERPRETATION:

To answer the status of NSU in terms of school plant and instructional facilities, a scale of 5 down to 1 was used. The mean ranges, weight and qualitative description utilized were:

Mean Ranges	Weight	Qualitative Description
4.51-5.00	5	Very Adequate/Very Good/ Very Much Accessible
3.51-4.50	4	Adequate/Good/ Much Accessible
2.51-3.50	3	Moderately Adequate/Fair/ Accessible
1.51-2.50	2	Less Adequate/Poor/ Less Accessible
1.00-1.50	1	Not Adequate/Very Poor/ Not Accessible

For the prospects for curricular expansion, the following scoring and interpretation were utilized:

Mean Ranges	Weight	Qualitative Description
4.51-5.00	5	Highest Priority
3.51-4.50	4	High Priority
2.51-3.50	3	Moderate Priority
1.51-2.50	2	Least Priority
1.00-1.50	1	Not a Priority

RESULTS AND DISCUSSION:

This portion of the study presents the historical background of NSU, the enrolment and graduation trends in the different curricular offerings, the status of NSU in terms of school plant and instructional facilities, and the school’s prospects for institutional development ten years hence.

HISTORICAL BACKGROUND OF NSU:

NSU, the former Naval High School, had its humble beginning. It was formerly established on June 3, 1946 with Municipal Resolution No. 35, dated October 30, 1945 as its legal basis. Classes were opened with 284 students in the first and second years and with 9 teachers. The classes were housed in a rented building only (Vero, 1981).

From the initial enrolment of 284, the number of students increased, however, the school’s equipment and facilities were very limited due to the unstable municipal aid and the salaries of teachers were delayed since it was dependent on the tuition fees of the students. The school was administered by 5 different Principals during its operation as a municipal high school.

The school was converted into a state college, also known as Naval Institute of Technology, in 1973. This prompted the offering of the Two-Year Trade Technical Education. It was designed to prepare the individuals to enter into a gainful employment after graduation. In addition, teacher, engineering and maritime courses were offered and the college of advanced education was established.

But the people of Naval as well as the province of Biliran including its neighbouring towns did not stop there. They wanted the school to become more responsive to the needs of the changing times so they worked hard to convert Naval Institute of Technology into a university. In 2009, the school was converted into Naval State University. Thus, more courses were offered in the Teacher Education, Engineering, Maritime and Advanced Education programs. This also prompted the offerings of various courses in the Arts and Sciences (AS), Information and Communication Technology (ICT), and Hotel, Restaurant, and Tourism Management (HRTM) programs.

ENROLMENT AND GRADUATION TRENDS IN THE DIFFERENT CURRICULAR OFFERINGS OF NSU

NSU started its operation as a state university in 2009. It had served 7 curricular offerings (classified into different colleges) to its clientele, namely: College of Maritime Education; College of Teacher Education; College of Engineering; College of Industrial, Information and Communication Technology; College of Hotel, Restaurant and Tourism Management, College of Arts and Sciences and College of Advanced Education.

ENROLMENT TREND IN THE COLLEGE OF MARITIME EDUCATION:

Figure 1 presents the enrolment trend in the College of Maritime Education of NSU from school year 2009-2010 to 2015-2016.

The courses offered under the College of Maritime Education of NSU were Bachelor of Science in Maritime Transportation (BSMT) and Bachelor of Science in Marine Engineering (BSMarE).

Data in the figure revealed that the biggest enrolment (3,821) in the College of Maritime Education of NSU was during the school year 2013-2014 while the smallest (2,152) was during the school year 2015-2016.

The data further showed that there were rising and falling trends of enrolment in the College of Maritime Education of NSU. The notable increase during the first five years of operation of the school as a state university would imply that students were attracted in taking up the course since maritime job is of great demand not only in the Philippines but other countries as well entailing a big chance of employability.

GRADUATION TREND IN THE COLLEGE OF MARITIME EDUCATION:

Figure 2 presents the graduation trend in the College of Maritime Education of NSU from school year 2009-2010 to 2015-2016.

Data in the figure revealed that the biggest number of graduates (600) in the College of Maritime Education of NSU was during the school year 2013-2014 while the smallest (290) was during the school year 2009-2010.

The data further showed that there were rising and falling trends of graduation in the College of Maritime Education of NSU. As in the enrolment, the notable increase during the first five years of operation of the school as a state university would imply that students were very much interested in finishing the course because maritime job is a dollar-earning profession, thus, helping them improve their personal lives and the standard of living of their families as well.

ENROLMENT TREND IN THE COLLEGE OF TEACHER EDUCATION:

Figure 3 presents the enrolment trend in the College of Teacher Education of NSU from school year 2009-2010 to 2014-2015.

The courses offered in the College of Teacher Education of NSU were Bachelor in Elementary Education (BEEd), Bachelor of Secondary Education (BSEd), Diploma in Teaching Elementary Education (DTEEd) and Diploma in Teaching Secondary Education (DTSEd).

Data in the figure revealed that the biggest enrolment (3,532) in the College of Teacher Education of NSU was during the school year 2014-2015 while the smallest (1,475) was during the school year 2009-2010.

The data further showed that there was a rising trend of enrolment in the College of Teacher Education of NSU. The notable increase during the first six years of operation of the school as a state university would imply that students were attracted in taking up the course for it gave them better chance for employment considering that Philippine government will be implementing the K to 12 Program by school year 2016-2017.

GRADUATION TREND IN THE COLLEGE OF TEACHER EDUCATION:

Figure 4 presents the graduation trend in the College of Teacher Education of NSU from school year 2009-2010 to 2015-2016.

Data in the figure revealed that the biggest number of graduates (400) in the College of Teacher Education of NSU was during the school year 2015-2016 while the smallest (133) was during the school year 2010-2011.

The data further showed that there was a rising trend of graduation in the College of Teacher Education of NSU. The constant increase of graduates since school year 2011-2012 would imply that students were very much interested in finishing the course considering that teaching job now is at par with other professionals with respect to salary.

ENROLMENT TREND IN THE COLLEGE OF ENGINEERING:

Figure 5 presents the enrolment trend in the College of Engineering of NSU from school year 2009-2010 to 2015-2016.

The courses offered in the College of Engineering of NSU were Bachelor of Science in Civil Engineering (BSCE), Bachelor of Science in Computer Engineering (BSCompE), Bachelor of Science in Electrical Engineering (BSEE) and Bachelor of Science in Mechanical Engineering (BSME).

Data in the figure revealed that the biggest enrolment (1,127) in the College of Engineering of NSU was during the school year 2015-2016 while the smallest (681) was during the school year 2009-2010.

The data further showed that there was a rising trend of enrolment in the College of Engineering of NSU. The constant increase during the seven years of operation of the school as a state university would imply that

students were very much attracted in taking up the course because they feel that they have greater chance for employment than any other course since there are industries that are opened which need technical men to run both the office and laboratories/shops.

GRADUATION TREND IN THE COLLEGE OF ENGINEERING:

Figure 6 presents the graduation trend in the College of Engineering of NSU from school year 2009-2010 to 2015-2016.

Data in the figure revealed that the biggest number of graduates (71) in the College of Engineering of NSU was during the school year 2014-2015 while the smallest (28) was during the school year 2011-2012.

The data further showed that there were rising and falling trends of graduation in the College of Engineering of NSU. This would imply that only few students can finish the course since it entails a longer time frame of five (5) years as compared to the other courses. Moreover, it is difficult for it is highly mathematical in nature which most students are not inclined with and interested in the subject.

ENROLMENT TREND IN THE COLLEGE OF INDUSTRIAL, INFORMATION AND COMMUNICATION TECHNOLOGY:

Figure 7 presents the enrolment trend in the College of Industrial, Information and Communication Technology of NSU from school year 2009-2010 to 2015-2016.

The courses offered in the College of Industrial, Information and Communication Technology were Bachelor of Science in Computer Science (BSComSci), Bachelor of Science in Industrial Technology (BSIT), Bachelor of Science in Information Management (BSIM) and Bachelor of Science in Information System (BSIS).

Data in the figure revealed that the biggest enrolment (2,354) in the College of Industrial, Information and Communication Technology of NSU was during the school year 2015-2016 while the smallest (1,041) was during the school year 2009-2010.

The data further showed that there were rising and falling trends of enrolment in the College of Industrial, Information and Communication Technology of NSU. The notable increase during the last two school years of operation of the school as a state university would imply that students were attracted in taking up the course since industrial and ICT-related jobs are of great demand not only in the Philippines but other countries as well entailing a big chance of employability. This is so because the generation now is dubbed as “computer age”.

GRADUATION TREND IN THE COLLEGE OF INDUSTRIAL, INFORMATION AND COMMUNICATION TECHNOLOGY:

Figure 8 presents the graduation trend in the College of Industrial, Information and Communication Technology of NSU from school year 2009-2010 to 2015-2016.

Data in the figure revealed that the biggest number of graduates (100) in the College of Industrial, Information and Communication Technology of NSU was during the school year 2014-2015 while the smallest (71) was during the school year 2011-2012.

The data further showed that there were rising and falling trends of graduation in the College of Industrial, Information and Communication Technology of NSU. The notable increase during the three successive school years from 2012-2013 to 2014-2015 would imply that students are motivated to finish the course because they prefer to take white-collar jobs. Further, they feel that it is prestigious to work in ICT-oriented offices.

ENROLMENT TREND IN THE COLLEGE OF HOTEL, RESTAURANT AND TOURISM MANAGEMENT:

Figure 9 presents the enrolment trend in the College of Hotel, Restaurant and Tourism Management of NSU from school year 2009-2010 to 2015-2016.

The courses offered in the College of Hotel, Restaurant and Tourism Management of NSU were Bachelor of Science in Hotel, Restaurant and Tourism Management (BSHRTM), Bachelor of Science in Hotel and Restaurant Management (BSHRM), Bachelor of Science in Tourism Management (BSTM) and Bachelor of Science in Travel Management (BSTravM).

Data in the figure revealed that the biggest enrolment (1,886) in the College of Hotel, Restaurant and Tourism Management of NSU was during the school year 2015-2016 while the smallest (1,254) was during the school year 2013-2014.

The data further showed that there were rising and falling trends of enrolment in the College of Hotel,

Restaurant and Tourism Management of NSU. The notable increase during the last two school years of operation of the school as a state university would imply that students were attracted in taking up the course since tourism is a lucrative business not only in the Philippines but abroad as well indicating high chance of employability.

GRADUATION TREND IN THE COLLEGE OF HOTEL, RESTAURANT AND TOURISM MANAGEMENT:

Figure 10 presents the graduation trend in the College of Hotel, Restaurant and Tourism Management of NSU from school year 2009-2010 to 2015-2016.

Data in the figure revealed that the biggest number of graduates (186) in the College of Hotel, Restaurant and Tourism Management of NSU was during the school year 2012-2013 while the smallest (104) was during the school year 2009-2010.

The data further showed that there were rising and falling trends of graduation in the College of Hotel, Restaurant and Tourism Management of NSU. The notable increase during the three successive school years from 2010-2011 to 2012-2013 would imply that students are motivated to finish the course because their high chance of employment in tourism business would mean improving their personal lives and their family as well.

ENROLMENT TREND IN THE COLLEGE OF ARTS AND SCIENCES:

Figure 11 presents the enrolment trend in the College of Arts and Sciences of NSU from school year 2009-2010 to 2015-2016.

The courses offered in the College of Arts and Sciences of NSU were Bachelor of Arts in Economics (AB Econ), Bachelor of Arts in Communication Arts (ABComArts), Bachelor of Science in Business Administration (BSBA), Bachelor of Science in Criminology (BSCrim) and Bachelor of Science in Nursing (BSN).

Data in the figure revealed that the biggest enrolment (4,015) in the College of Arts and Sciences of NSU was during the school year 2015-2016 while the smallest (1,952) was during the school year 2009-2010.

The data further showed that there was a rising trend of enrolment in the College of Arts and Sciences of NSU. The constant increase during the seven years of operation of the school as a state university would imply that students were very much attracted in taking up the course taking into account the country's needs in terms of business entrepreneurs, economists, law enforcers and care-giving/health care personnel.

GRADUATION TREND IN THE COLLEGE OF ARTS AND SCIENCES OF NSU:

Figure 12 presents the graduation trend in the College of Arts and Sciences of NSU from school year 2009-2010 to 2015-2016.

Data in the figure revealed that the biggest number of graduates (315) in the College of Arts and Sciences of NSU was during the school year 2015-2016 while the smallest (169) was during the school year 2011-2012.

The data further showed that there were rising and falling trends of graduation in the College of Arts and Sciences of NSU. The notable increase during the last three successive school years from 2013-2014 to 2015-2016 would imply that students are motivated to finish the course because it would suggest for them self-employment or the other way around in the field of business. Also, the country's needs in terms of law enforcement and care-giving/health care services would mean high chance of employability for them.

ENROLMENT TREND IN THE COLLEGE OF ADVANCED EDUCATION:

Figure 13 presents the enrolment trend in the College of Advanced Education of NSU from school year 2009-2010 to 2015-2016.

The courses offered in the College of Advanced Education of NSU were Doctor of Education (Ed. D.), Doctor in Management (D. M.), Master of Education (MEd), and Master in Public Management (MPM).

Data in the figure revealed that the biggest enrolment (1,097) in the College of Advanced Education of NSU was during the school year 2013-2014 while the smallest (494) was during the school year 2009-2010.

The data further showed that there were rising and falling trends of enrolment in the College of Advanced Education of NSU. The constant increase during the first five years of operation of the school as a state university would imply that teachers and other professionals in the locality including its neighbouring places have strong desire for professional growth and advancement.

GRADUATION TREND IN THE COLLEGE OF ADVANCED EDUCATION:

Figure 14 presents the graduation trend in the College of Advanced Education of NSU from school year 2009-2010 to 2015-2016.

Data in the figure revealed that the biggest number of graduates (189) in the College of Advanced Education of NSU was during the school year 2014-2015 while the smallest (60) was during the school year 2009-2010.

The data further showed that there were rising and falling trends of graduation in the College of Advanced Education of NSU. The notable increase during the first six school years of operation of NSU would imply that teachers and other professionals in the locality as well as its neighbouring places are motivated to finish the course considering that they will get promoted in their respective careers.

STATUS OF NSU:

This section of the research discusses the status of NSU as perceived by the faculty and employees in terms of school plant and instructional facilities.

School Plant. The school plant of NSU was perceived in terms of school site (which included *location, condition* and *area*) and buildings.

Location of School Site. Table 1 shows the location of school site of NSU.

It can be gleaned from the data that the highest mean was in “environment” which got 4.72 interpreted as “very good.” This was followed by “accessibility” with a mean of 4.71 interpreted as “very much accessible” then “elevation” got a mean of 4.22 interpreted as “good”. The overall mean of 4.55 revealed that the location of school site of NSU was perceived “very good”. This would imply that the location of NSU’s school site is fit for learning, not hazardous to students and accessible because it is located within the town proper of Naval, the capital of the province of Biliran.

Condition of School Site. Table 2 shows the condition of school site of NSU.

It can be gleaned from the data that the highest mean was in “fence and gate” which got 4.54 interpreted as “very good.” This was followed by “landscaping of the campus” with a mean of 4.50 interpreted as “good” then “roads and path walks” got a mean of 4.44 interpreted as “good”, “drainage” and “garbage disposal” were also interpreted “good” with the respective means of 4.23 and 4.16. The overall mean of 4.37 revealed that the condition of school site of NSU was perceived “good”. This would imply that the university administration is concerned with the condition of its school site adhering to the notion that a clean and beautiful environment is conducive to learning.

Area of School Site. Table 3 shows the area of school site of NSU.

It can be gleaned from the data that all items for area of school site got an “adequate” interpretation. The highest mean of 4.48 was on item “site capable of holding regional level athletic competitions”, followed by item “has potential for expansion commensurate to its degree offerings” with a mean of 4.47. Item “site elicits free movements of students, faculty and employees” bared almost equal mean of 4.46. Items “can accommodate required institutional facilities” obtained 4.41 and “can host regional/national activities relevant to institutional development” got 4.28.

The overall mean of 4.42 disclosed that the area of school site of NSU was perceived “adequate” by the respondents. This would imply that the NSU administration has looked into the area of its site possibilities for development and expansion of the school.

Buildings. There were two elements considered in rating the buildings of NSU, namely: “exterior” and “interior”. Exterior included “roofs” and “walls”, while interior included “floors”, “doors”, “windows”, “ceilings”, “lightings” and “toilet and water facilities”. Table 4 shows the status of the school plant of NSU in terms of buildings.

For the “exterior” of the buildings, items “roofs” and “walls” were both rated “good” with a mean of 4.46 and 4.32 respectively. As a whole, “exterior” of buildings of NSU obtained 4.39 interpreted as “good”.

On the other hand, all items under the “interior” aspect were also rated “good”. “Floors” obtained a mean of 4.31, “doors” got a mean of 4.13, “windows” got 3.88, “ceilings” obtained 4.16, “lightings” obtained 4.04 and “toilet and water facilities” got 3.73. The overall mean of 4.22 revealed that the buildings of NSU were perceived “good” by the respondents. This would imply that NSU has put emphasis in its infrastructure programs/projects where students can concentrate/focus well in their studies both in academic and vocational aspects. The school further believes that the quality of buildings has something to do with the effectiveness of its programs and projects.

INSTRUCTIONAL FACILITIES:

There were two aspects considered in rating the instructional facilities of NSU: the *principal* and *auxiliary* facilities. The former covered: classroom furniture, equipment and supplies in the different curricular offerings of NSU while the latter covered facilities in the: library, laboratory, audio-visual-mechanical room, gymnasium and cafeteria.

Principal Facilities. Table 5 shows the status of principal facilities of NSU.

Data showed that the highest mean of 4.11 was obtained by item “classroom furniture” interpreted as “adequate”. Items “equipment” and “supplies” were also rated “adequate” with the respective means of 3.83 and 3.54.

The overall mean of 3.83 revealed that the principal facilities in the different curricular offerings of NSU were perceived “adequate” by the respondents. This would imply that NSU needs to further provide its clientele with the needed classroom furniture, equipment and supplies in order to serve them to the optimum.

Auxiliary Facilities in Library. Table 6 shows the status of auxiliary facilities in library of NSU.

Data showed that the highest mean of 4.00 was obtained by item “tables, chairs, cupboards and shelves” interpreted as “adequate”. This was followed by items “lighting and ventilation” (3.95), “reading areas/space” (3.86) and “books, journals, magazines and newspapers” (3.77).

The overall mean of 3.90 disclosed that the auxiliary facilities in library of NSU were perceived “adequate” by the respondents. While NSU is concerned with the library needs of its clientele, the data would imply that there is still a need for the school to fully provide the research and reading needs of the entire university.

Auxiliary Facilities in Laboratory. Table 7 shows the status of auxiliary facilities in laboratory of NSU.

It can be gleaned from the data that item “equipment” obtained a mean of 3.61 while item “supplies” got a mean of 3.58, both interpreted as “adequate”. The overall mean of 3.60 disclosed that the auxiliary facilities in laboratory of NSU were perceived “adequate” by the respondents. While NSU has provided the needed equipment and supplies to its clientele to perform well in laboratory works, there is still a need for the school to provide to the optimum the laboratory needs of its students.

Auxiliary Facilities in Audi-Visual-Mechanical Room. Table 8 shows the status of auxiliary facilities in audio-visual-mechanical room of NSU.

Data disclosed that items “equipment” and “supplies” were both rated “adequate” with obtained means of 3.67 and 3.58 respectively. The overall mean of 3.63 revealed that the auxiliary facilities in audio-visual-mechanical room of NSU were perceived “adequate” by the respondents. While NSU has provided its clientele the required facilities for film/movie showing, various programs, special trainings/lectures and other related activities, it is still imperative for the school to provide such facilities to the optimum for the students’ total learning atmosphere.

Auxiliary Facilities in Gymnasium. Table 9 shows the status of auxiliary facilities in gymnasium of NSU.

It can be gleaned from the data that the highest mean of 4.24 was obtained by item “basketball facilities” interpreted as “adequate”. All other items were also rated “adequate”, namely: “lighting and ventilation”, “badminton facilities”, “table tennis facilities” and “toilet and water facilities” with obtained means of 4.01, 3.95, 3.87 and 3.72 respectively.

The overall mean of 3.96 revealed that the auxiliary facilities in gymnasium of NSU were perceived “adequate” by the respondents. While the school has adequately provided its clientele with gymnasium facilities, NSU still needs to improve and sophisticate such so that students/athletes can play/practice at their best indoor events and activities in a lighted, ventilated and clean gymnasium.

Auxiliary Facilities in Cafeteria. Table 10 shows the status of auxiliary facilities in cafeteria of NSU.

Data showed that the highest mean of 3.99 was obtained by item “equipment” interpreted as “adequate”. This was followed by “furniture and fixtures” (3.98), “lighting and ventilation” (3.87) and “toilet and lavatory” (3.75), all interpreted as “adequate”.

The overall mean of 3.90 revealed that the auxiliary facilities in cafeteria of NSU were perceived “adequate” by the respondents. This would imply that the school is serving a clean, safe and convenient place where students, faculty, employees and visitors eat safe foods/snacks.

PROSPECTS FOR INSTITUTIONAL DEVELOPMENT OF NSU IN THE NEXT TEN YEARS:

This portion of the research discusses the prospects for institutional development of NSU in the next ten years.

DEGREE PROFILE PROGRAM OF FACULTY AND EMPLOYEES:

A highly-qualified faculty and employee have something to do in the provision of quality education and efficient administration of a particular institution.

Since the school operated as a state college from 1974 till now as a state university, the degree profile of faculty and employees of NSU was noted. A decade from now, most of the faculty and employees will be already holding of Master's and even Doctoral Degrees. All-out efforts are exerted by the university in implementing the degree profile program so that a one-hundred per cent (100%) status of Master's Degree holders of the NSU faculty will be achieved in the future.

IMPROVEMENT OF THE SCHOOL PLANT:

The school plant of NSU is generally rated "good" indicating that such aspect needs minimal enhancements. But it is the deliberate intent of any administration to have a change for the better. Sophistications are still to be effective in school site, buildings, and instructional facilities in commensurate to some possible developments particularly additional of curricular offerings. A decade from now, a different scenario can be seen in NSU's school plant.

LINKAGE WITH VARIOUS AGENCIES FOR ABSORPTION OF GRADUATES:

The enrollment and graduation trends in the different curricular offerings of NSU suffered ups and downs. The university is aware that a certain batch of high school graduates and even those who are already studying in the tertiary level are interested only to enroll and re-enroll for a particular period of time. These students lacked motivation considering that there is no assurance for them to be absorbed in the job arena.

The absorption of the college graduates in the job market has much to do with the bearing of the school which they belonged. That the school is offering courses which answer the demands of the changing times is true. In doing so, there could be a greater possibility that NSU will establish linkages with various local, national and even international agencies wherein a big number of graduates can be absorbed in the various jobs these entities need.

IMPROVEMENT OF THE INSTRUCTIONAL FACILITIES:

There could be no quality instruction and graduates if the instructional facilities are inadequate. Principal as well as auxiliary facilities of NSU were assessed as "adequate". The university is aware that such facilities needed minor improvements. These improvements can occur by determining the weaker or less-improved aspects. Furthermore, instructional facilities can attain its fullest status since it is the desire of NSU to provide quality instruction and produce quality graduates as embodied in the university's vision and mission.

CURRICULAR EXPANSION:

Discussed in this section are NSU's prospects for curricular expansion ten years from now in the fields of education, engineering and Bachelor of Arts (AB) and Bachelor of Science (BS) courses. The data for this aspect of the research were derived from the faculty and employees of NSU and selected groups of professionals, businessmen and educators within the municipality of Naval (seat of NSU) who rated for the school's prospective additional curricular offerings a decade to go.

EDUCATION:

Only Bachelor of Science in Special Education was subjected for rating by the respondents. With an obtained mean of 5.00, the course was of "highest priority" to be offered in NSU ten years to come. This implies a great need for NSU to offer special education to cater the needs of special children in the province including its neighboring places.

ENGINEERING:

Data on Table 11 disclose the prospects for curricular expansion of NSU in engineering courses.

Data showed that both courses: BS in Chemical Engineering and BS in Architectural Engineering were rated "high priority" with the respective means of 3.67 and 3.78.

The overall mean of 3.88 revealed that engineering courses being rated were of "high priority" to be offered in NSU ten years to go. This would imply that the province is in great demand of engineering graduates feeling that factories/industries and other commercial establishments will start to sprout particularly in the capital town

of Naval during the said period.

AB and BS Courses. Table 12 shows the prospects for curricular expansion of NSU in AB and BS courses. It can be gleaned from the data that courses: AB in Political Science, AB in English, AB in Psychology and BS in Commerce were all rated “high priority” with the respective means of 3.51, 3.88, 3.58 and 3.78 respectively. Rated only as “moderate priority” were courses: AB in Philosophy and BS in Pharmacy, 3.45 and 3.36 respectively.

The overall mean of 3.64 revealed that the AB and BS courses being rated were of “high priority” to be offered in NSU a decade to go. This would show that the said courses will be offered in NSU as a result of an inevitable growth of the school during the said period.

Other Courses. Table 13 shows the prospects for curricular expansion of NSU in other courses indicated by a certain number of respondents.

Data showed that almost all courses indicated by a number of respondents were considered of “highest priority” and therefore needed to be offered in NSU a decade from now. Only BS in Electronics and Communication Engineering, BS in Aeronautical Engineering and BS in Computer Secretarial were rated “high priority”.

The respondents strongly believed that within a ten-year span of time, Naval town and the province of Biliran will already be a developed place. This would imply further a great demand of teachers/instructors, industrial workers, business entrepreneurs, office workers, medical personnel and the like.

FISCAL RESOURCES SUFFICIENCY:

Fiscal matters are considered because a realistic or feasible development program cannot get off the ground if there is no sufficient funding. The same is true with NSU’s degree profile program, improvement of school plant, linkage with various agencies, improvement of the instructional facilities and curricular expansion. All these will become futile if sufficient monetary consideration is not prioritized.

Money is always scarce. It is always a problem. To overcome this, NSU should make convincing representations and justifications in requesting funds from budget authorities and tap from local, national and international agencies possible financial assistance.

As of this writing, NSU has various income-generating projects (IGPs). These projects can be of great help in augmenting financial needs.

CONCLUSIONS:

There was no steady increase, nor decrease in the enrolment and graduation (except College of Engineering and College of Arts and Sciences) of the different curricular offerings of NSU.

The status of the school plant of NSU in terms of: *location of school site* was “very good”, *condition of the school site* was “good”, *area of school site* was “adequate” and *buildings* were considered “good”.

On the other hand, the status of the instructional facilities, both principal and auxiliary facilities, was perceived “adequate”.

A more qualified faculty and employee of NSU can lead to better quality of instruction and facilitative services to the clientele.

The school plant of NSU will improve commensurate to possible development particularly curricular expansion.

NSU’s linkage with various agencies for absorption of college graduates will invite and attract more enrollment. The university will strive for the fullest status of its instructional facilities in order to provide quality instruction.

Education, Engineering, AB, BS and other courses were generally of “highest priority” to be offered in NSU ten years to come.

The generation of fiscal resources through income-generating projects can materialize the implementation of NSU’s development programs.

RECOMMENDATIONS:

Degree profile program should be enhanced so that majority of the faculty and employees of NSU will become holders of Master’s and even Doctorate Degrees.

A study maybe conducted on the causes and effects of the various trends of enrolment and graduation in the different curricular offerings of NSU.

The school plant and instructional facilities of NSU should be given minor enhancements towards the attainment of maximum status.

Finally, that the prospective courses considered “high priority” especially those rated “highest priority” be offered in NSU ten years to come.

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APPENDIX

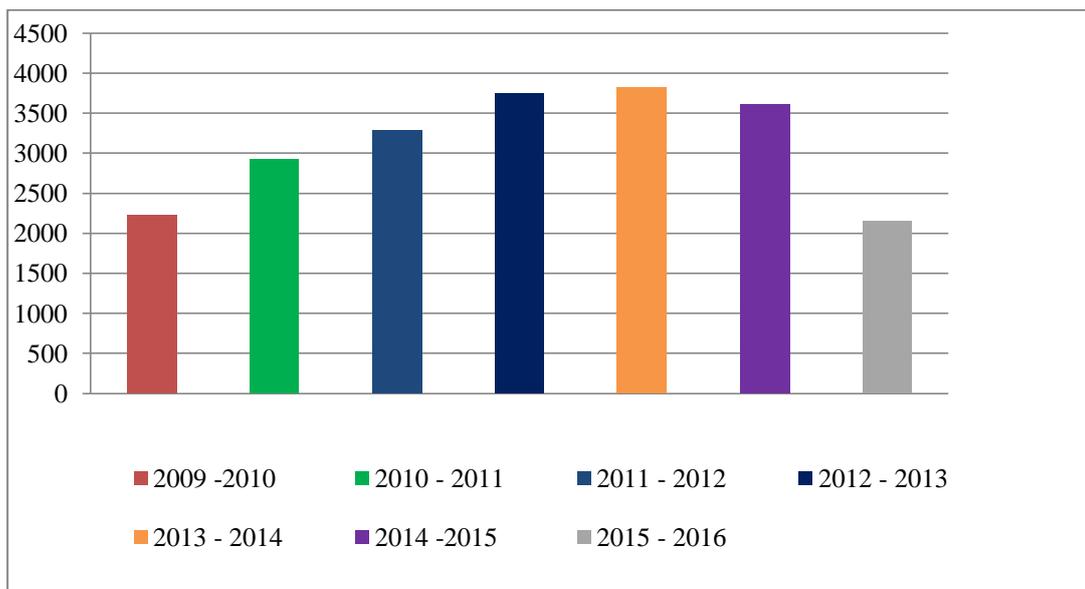


Figure 1. Enrolment trend in the College of Maritime Education of NSU

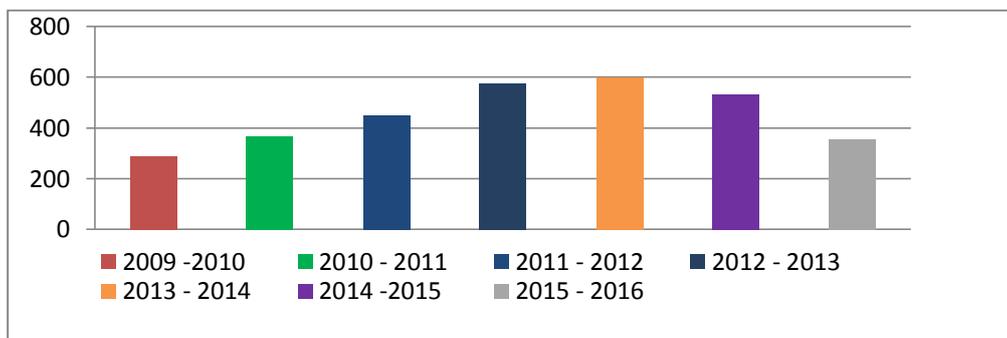


Figure 2. Graduation trend in the College of Maritime Education of NSU

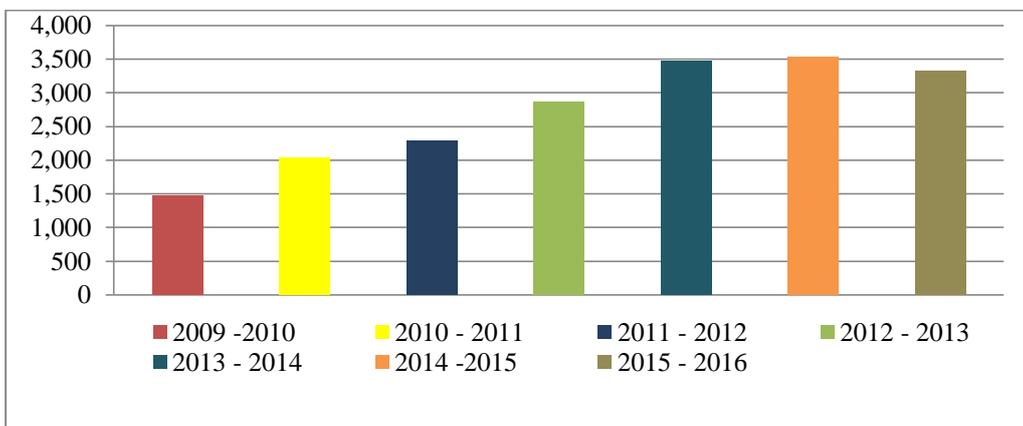


Figure 3. Enrolment trend in the College of Teacher Education of NSU

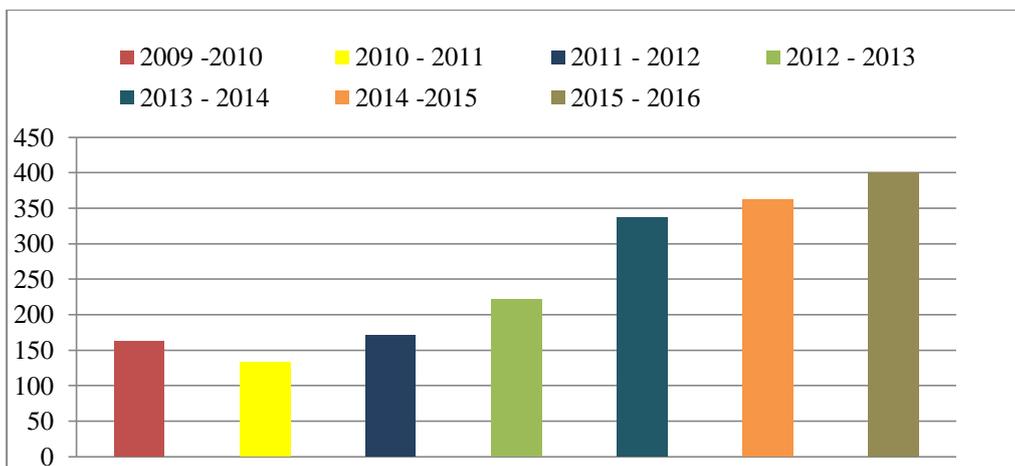


Figure 4. Graduation trend in the College of Teacher Education of NSU

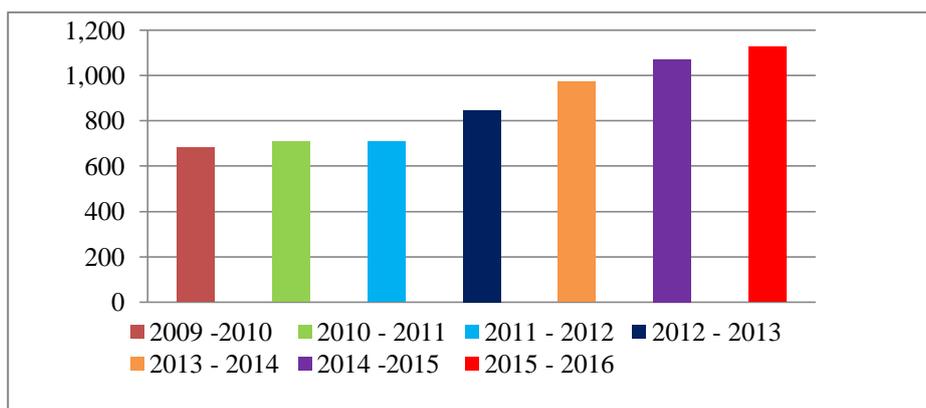


Figure 5. Enrolment trend in the College of Engineering of NSU

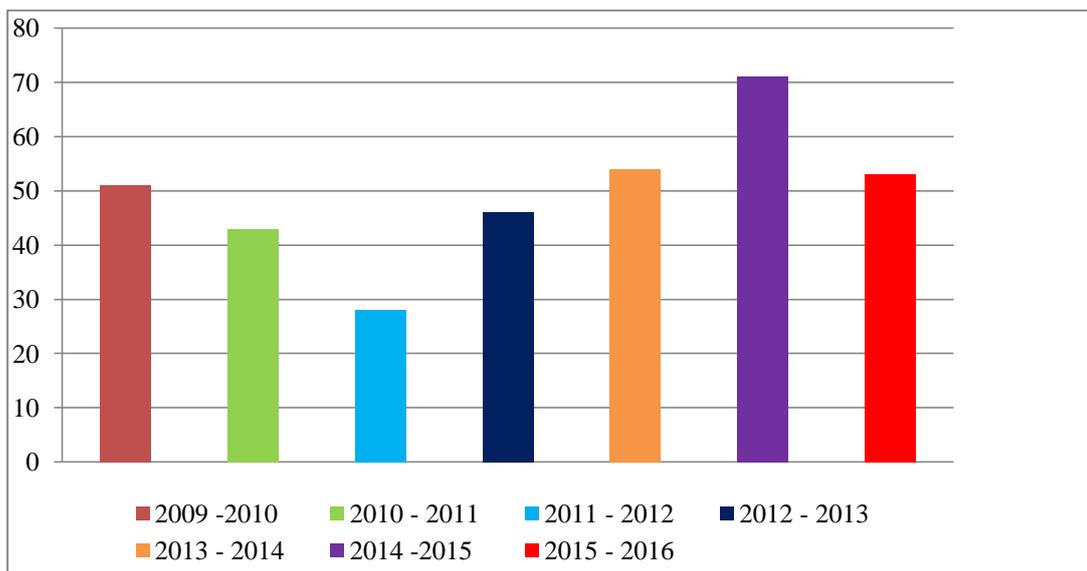


Figure 6. Graduation trend in the College of Engineering of NSU

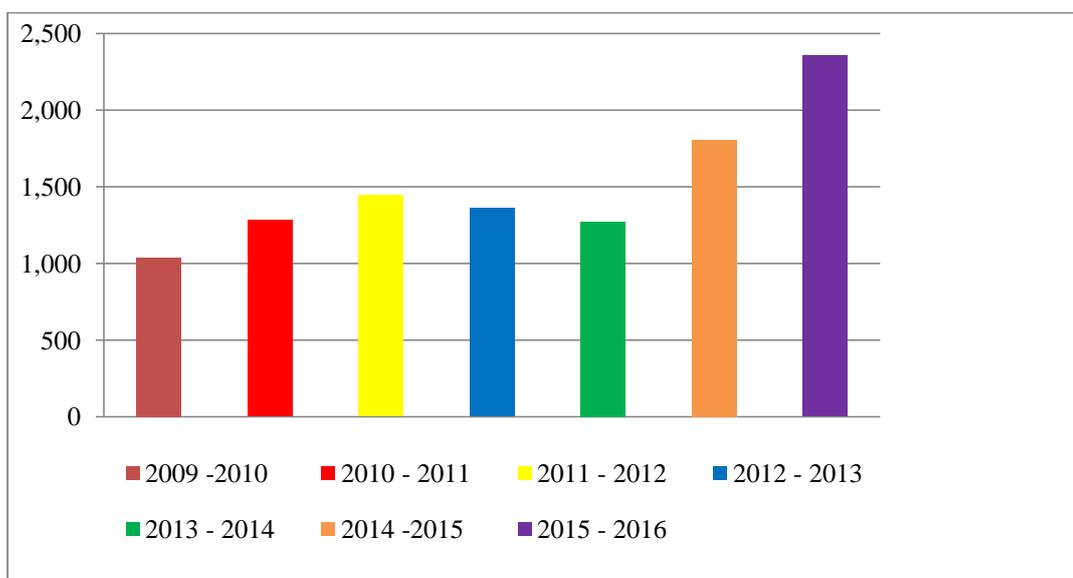


Figure 7. Enrolment trend in the College of Industrial, Information and Communication Technology of NSU

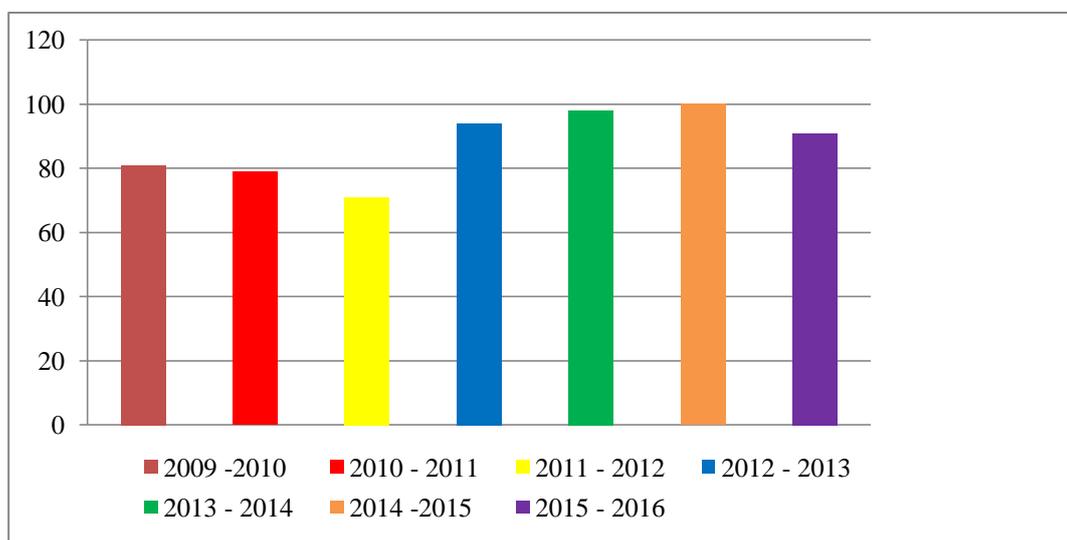


Figure 8. Graduation trend in the College of Industrial, Information and Communication Technology of NSU

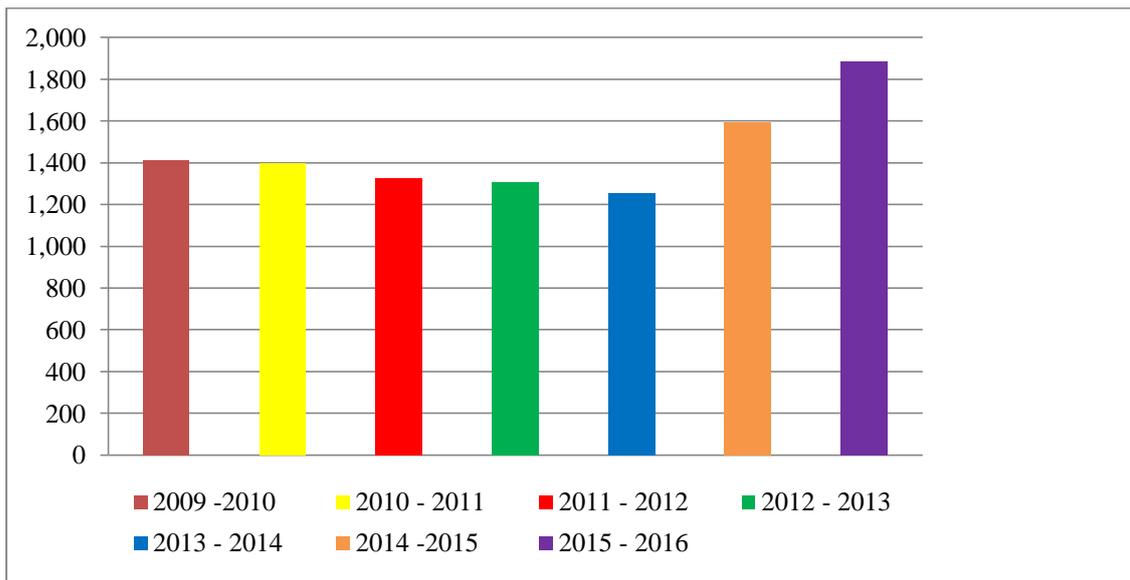


Figure 9. Enrolment trend in the College of Hotel, Restaurant and Tourism Management

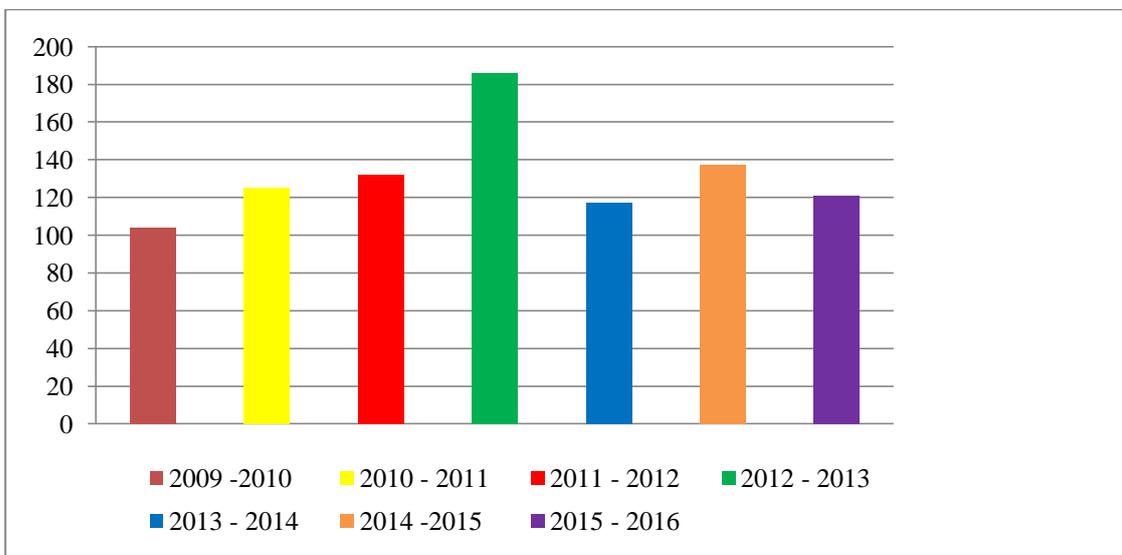


Figure 10. Graduation trend in the College of Hotel, Restaurant and Tourism Management of NSU

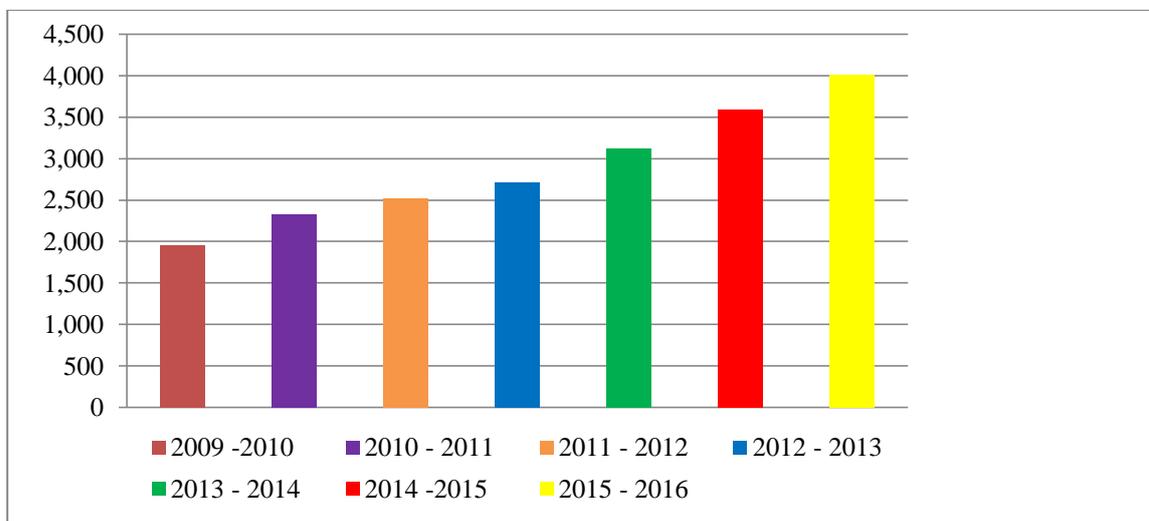


Figure 11. Enrolment trend in the College of Arts and Sciences of NSU

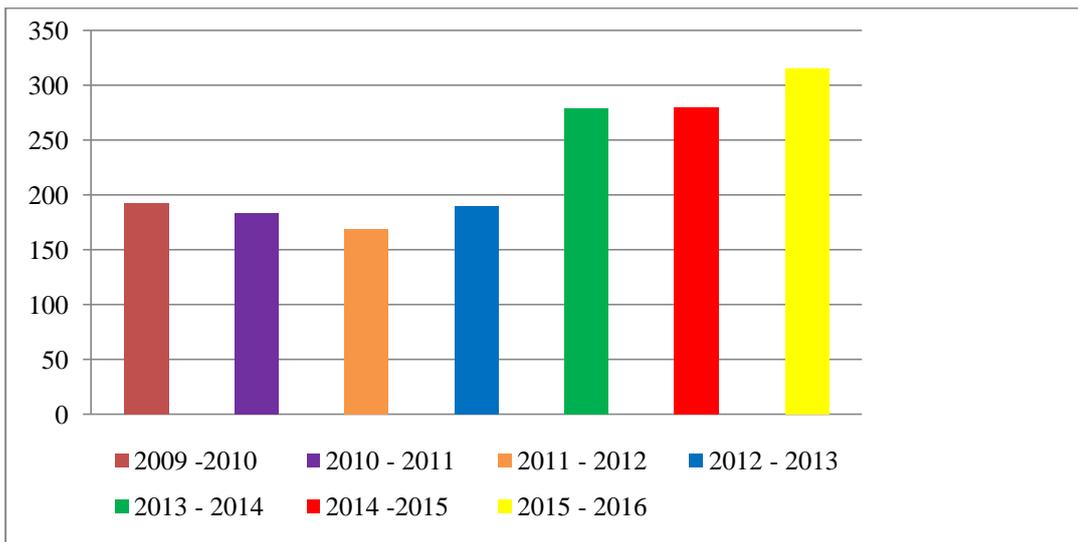


Figure 12. Graduation trend in the College of Arts and Sciences of NSU

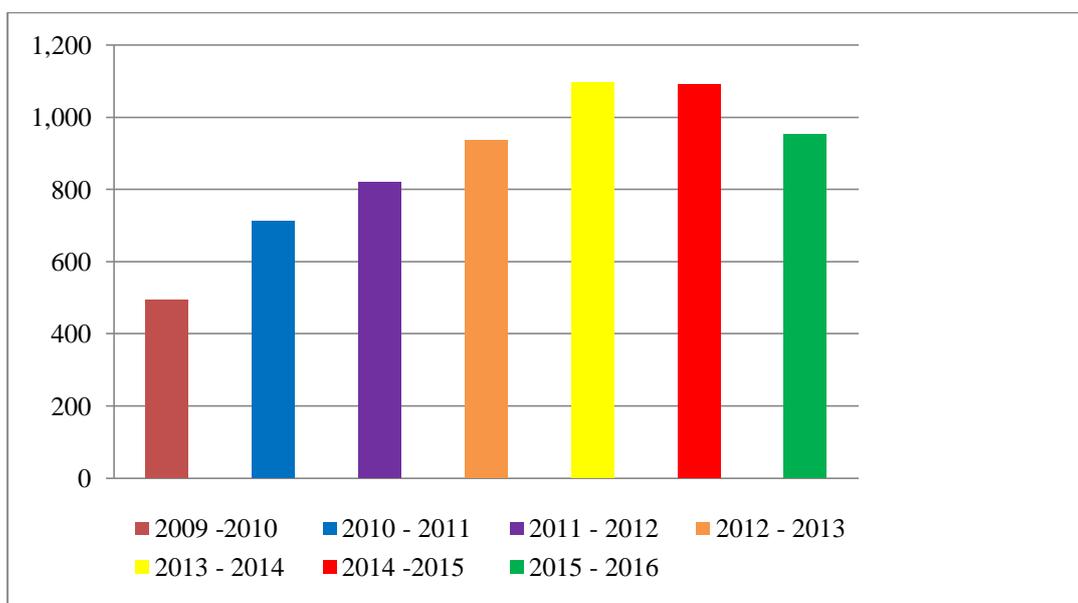


Figure 13. Enrolment trend in the College of Advanced Education of NSU

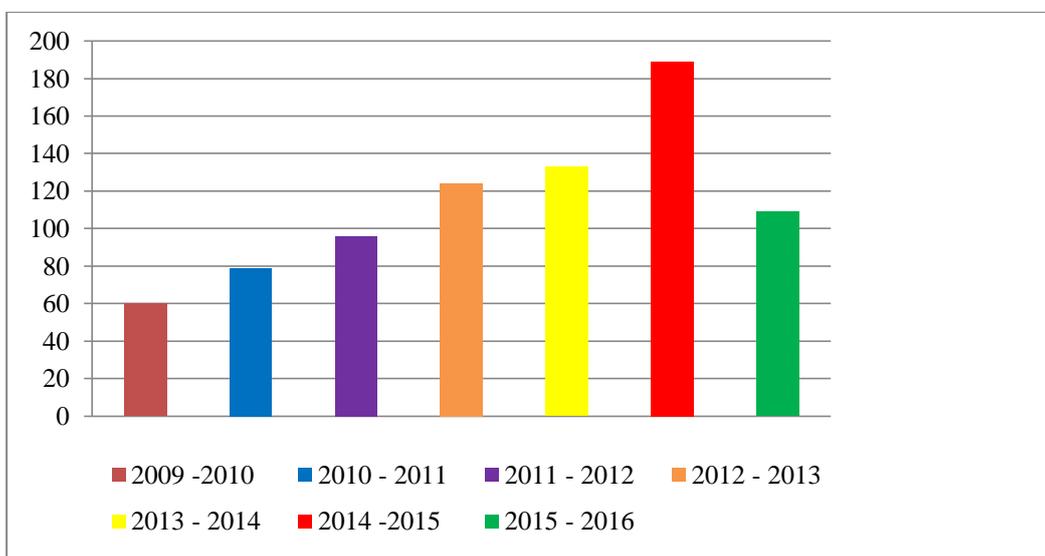


Figure 14. Graduation trend in the College of Advanced Education of NSU

Table 1: Location of School Site of NSU

Items for Location of School Site	Mean	Interpretation
Accessibility	4.71	Very Good/Very Much Accessible
Elevation	4.22	Good
Environment	4.72	Very Good
Overall Mean	4.55	Very Good

Table 2: Condition of School Site of NSU

Items for Condition of School Site	Mean	Interpretation
Fence and gate	4.54	Very Good
Roads and path walks	4.44	Good
Garbage disposal	4.16	Good
Drainage	4.23	Good
Landscaping of the campus	4.50	Good
Overall Mean	4.37	Good

Table 3: Area of School Site of NSU

Items for Area of School Site	Mean	Interpretation
Site capable of holding regional level athletic competitions	4.48	Adequate
Can host regional/national activities relevant to institutional development	4.28	Adequate
Has potential for expansion commensurate to its degree offerings	4.47	Adequate
Can accommodate required institutional facilities	4.41	Adequate

Table 4: Status of the School Plant of NSU in Terms of Buildings

Items for Buildings	Mean	Interpretation
Exterior		
Roofs	4.46	Good
Walls	4.32	Good
Average Weighted Mean	4.39	Good
Interior		
Floors	4.31	Good
Doors	4.13	Good
Windows	3.88	Good
Ceilings	4.16	Good
Lightings	4.04	Good
Toilet and water facilities	3.73	Good
Average Weighted Mean	4.04	Good
Overall Mean	4.22	Good

Table 5: Status of Principal Facilities of NSU

Items on Principal Facilities	Mean	Interpretation
Classroom furniture	4.11	Adequate
Equipment	3.83	Adequate
Supplies	3.54	Adequate
Overall Mean	3.83	Adequate

Table 6: Status of Auxiliary Facilities in Library of NSU

Library Facilities	Mean	Interpretation
Books, journals, magazines & newspapers	3.77	Adequate
Tables, chairs, cupboards & shelves	4.00	Adequate
Reading areas/space	3.86	Adequate
Lighting and ventilation	3.95	Adequate
Overall Mean	3.90	Adequate

Table 7: Status of Auxiliary Facilities in Laboratory of NSU

Laboratory Facilities	Mean	Interpretation
Equipment	3.61	Adequate
Supplies	3.58	Adequate
Overall Mean	3.60	Adequate

Table 8: Status of Auxiliary Facilities in Audio-Visual-Mechanical Room of NSU

Audio-Visual-Mechanical Facilities	Mean	Interpretation
Equipment	3.67	Adequate
Supplies	3.58	Adequate
Overall Mean	3.63	Adequate

Table 9: Status of Auxiliary Facilities in Gymnasium of NSU

Gymnasium Facilities	Mean	Interpretation
Badminton facilities	3.95	Adequate
Table Tennis facilities	3.87	Adequate
Basketball facilities	4.24	Adequate
Lighting and ventilation	4.01	Adequate
Toilet and water facilities	3.72	Adequate
Overall Mean	3.96	Adequate

Table 10: Status of Auxiliary Facilities in Cafeteria of NSU

Cafeteria Facilities	Mean	Interpretation
Equipment	3.99	Adequate
Furniture and fixtures	3.98	Adequate
Lighting and ventilation	3.87	Adequate
Toilet and lavatory	3.75	Adequate
Overall Mean	3.90	Adequate

Table 11: Prospects for Curricular Expansion of NSU in Engineering Courses

Course	Mean	Interpretation
BS in Chemical Engineering	3.67	High Priority
BS in Architectural Engineering	3.78	High Priority
Overall Mean	3.88	High Priority

Table 12: Prospects for Curricular Expansion of NSU in AB and BS Courses

Course	Mean	Interpretation
AB in Political Science	3.51	High Priority
AB in English	3.88	High Priority

Table 13: Prospects for Curricular Expansion of NSU in Other Courses

Course	Mean	Interpretation
BS in Music and Arts	5.00	Highest Priority
BS in Physical Education	5.00	Highest Priority
BS in Industrial Engineering	4.64	Highest Priority
BS in Electron. & Comm. Eng.	4.50	High Priority
BS in Metallurgical Engineering	5.00	Highest Priority
BS in Petroleum Engineering	5.00	Highest Priority
BS in Aeronautical Engineering	4.50	High Priority
BS in Geodetic Engineering	5.00	Highest Priority
BS in Mining Engineering	5.00	Highest Priority
BS in Actuarial Science	5.00	Highest Priority
BS in Behavioural Science	5.00	Highest Priority
BS in Accounting	5.00	Highest Priority
BS in Customs Administration	5.00	Highest Priority
BS in Statistics	5.00	Highest Priority
BS in Veterinary Medicine	5.00	Highest Priority
BS in Midwifery	5.00	Highest Priority
BS in Physics	5.00	Highest Priority
BS in Computer Secretarial	4.50	High Priority
Master in Engineering	5.00	Highest Priority
Overall Mean	4.90	Highest Priority
