THE SOCIAL DESIRABILITY OF ESTABLISHING A COMMUNITY COLLEGE THAT WILL MEET THE EDUCATIONAL NEEDS OF MARGINALIZED SECTORS IN MOTIONG, HINABANGAN, SAN JOSE DE BUAN, AND PARANAS

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EDGAR O. SABAS

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APPROVAL SHEET

This thesis entitled "**THE SOCIAL DESIRABILITY OF ESTABLISHING A COMMUNITY COLLEGE THAT WILL MEET THE EDUCATIONAL NEEDS OF MARGINALIZED SECTORS IN MOTIONG, HINABANGAN, SAN JOSE DE BUAN, AND PARANAS,** has been prepared and submitted by **EDGAR O. SABAS,** who having passed the comprehensive examination, is hereby recommended for oral examination.

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E.O.S.

DEDICATION

This thesis is wholeheartedly dedicated to my very supportive wife

Mrs. NELLY G. SABAS

And to our two children

SHERRIE ANN G. SABAS

TRACI GILLE G. SABAS

For their moral, spiritual support, and inspiration,

To them

I proudly dedicate this piece.

-Edgar

ABSTRACT

This study determined the social desirability of establishing a community college that would meet the educational needs of Motiong, Hinabangan, San Jose de Buan and Paranas. The result of the instant study shall serve as an aid of legislation in the regular session of the perspective municipal government. This study employed the descriptive-correlational method of research, it focused on the determination of the feasibility of the respondents municipalities of the service area to provide for educational needs, attitudes, perceptions and problems of the respondents relative to the establishment of a community college that meets the educational needs of the marginalized sector. Agriculture, Engineering, Civil Industry course were the most considered appropriate programs, HRM and Education had the approval from students, parents, LGO, NGO and Prospective employers. Most of the variables in the relationship between the level of social desirability of establishing a community college along community demands and respondent barangay profile revealed rejections of the corresponding null hypotheses which suggested positive correlation. Various considerations were made by the respondents in academic and certificate programs. Their perceptions were influenced by their location and environment as they unanimously considered agriculture, forestry, civil industry and education. The government through the Department of Social Welfare and Development should continue providing financial support for the marginalized sector such as 4Ps programs, KALAHI-CIDDS, PAMANA and other conditional cash transfer or (CCT) which are very beneficial to the community particularly the education sector.

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THE PROBLEM AND ITS SETTING

Introduction

One of the four major programs of Education for all (EFA) is the continuing education and development. EFA is a global movement that seeks to meet the basic learning needs of the Filipinos, so that they may acquire the knowledge, attitudes, skills and values needed to work productively and live in dignity for which President Aquino has declared the period of 1990 - 1999 as the Decade of Education for All (Duka,2004: 137).

Education has become an invaluable tool in all aspects of human activity and endeavor. It provides a foundation for the continued education that is essential to personal and professional fulfillment. No one can ignore the technological revolution sweeping the world today. Science and technology have shaped the very horizons of the imaginable world. Rapid economic development and technical changes have dramatic impact on the student being educated. Accordingly, the educational enterprise must innovate, adapt, and adjust to the demands of time to the end that it will be able to provide quality education that empowers individuals (Aquino, 2003: 487).

But the above concepts and ideals have a slim percentage over the location of Paranas where the service area and the concentration of the instant study is supposed to deal with. Thus, the researcher made an informal investigation and

observation. It is sad to note that secondary education becomes the highest educational attainment of the majority of the high school graduates of the seven national high school, namely: Bagacay National High School, Calapi National High School, Casandig National High School, Lawaan National High School, Tenani Integrated School, San Jose de Buan National High School, Wright National High School. Despite the absence of documentary evidence in the respective municipalities and barangays, the researcher has obtained certifications of the percentage of high school graduates who attended college education but were not able to finish and the percentage of students who were able to finish college education and the list of students who graduated from high school. It is stipulated in the certification that 25.00 to 60.00 of the graduates attend college but only 10.00 to 25.00 of them can finish college education. It is unfortunate that these graduates cannot pursue post-secondary education and push through college for the following reasons: (1) that they cannot have done so for they have to travel miles from home and pay boarding house, tuition and board costs which are beyond their financial capacity, (2) they cannot pursue college education for the reason of poverty; (3) they will simply go to Metro Manila instead or other urbanized cities to look for jobs such as salesladies, yayas and helpers, and (4) the rest will simply decide to settle down that early without specific direction for their future.

The establishment of a community college in the service area cannot be gainsaid. Apart from the silent desires of the constituents and local officials, it

has the school-age population of 10,241. Of this number, pre-school has 649, Grades I-III has 3,150, Grades IV-VI has 3, 105 pupils and the Year 1 to Year IV has a total of 3,309. This is the official enrolment for the school year 2010-2011 obtained from Principal's Report of Enrolment and Attendance (PREA) of every school. The biggest enrolment is in the elementary level. It is in this level that the 4P's program of the DSWD is implemented. The in-school population is 22.00 percent of the service area population of 47,163 and is 78.00 percent of the 60,312 population of the four municipalities based on the population as of August 1, 2007. The National Statistics Office (NSO) provides a projected population of 62,959. This is a preliminary estimate that was computed on the assumption that the growth rate from 2000-2007 will be constant from 2008-2012. According to the 2010 Regional Social and Economic Trends (RSET), Samar province has the lowest number of persons assessed and certified skills competency indicates the low and dismal enrolment and attendance of the interested high school graduates of the proposed service area to proceed vocational and technical courses for the reason of inaccessibility and financial problems.

The major thrusts of the local governments of the municipalities are stipulated in their respective vision and sectoral development plan. The main thrust is agricultural development and competitiveness wherein various agricultural support programs are clearly stipulated.

The second major thrust is the eco-tourism development. It is their development plans to be the center of eco-tourism and one of the popular tourist

destinations in Region 8 According to Samar Island Natural Park (SINP) eco-tourism will benefit the communities and associated businesses where many unique natural features and historical attractions that are being developed or have potential for eco-tourism and recreational uses (DENR-PAWB, SIBP,2005: 43,52).

The local government of these municipalities also gives development plans to education sector by providing scholarship to support poor to pursue vocational skills courses.

The initial feedback gathered by this researcher relative to the social desirability of the community college long before this study was conceptualized was very encouraging and heartwarming. Parents respond positively and excitedly by affixing their signatures to signify their interest. The municipal officials and the Barangay chairpersons within the proposed service area expressed concern and support for the idea of a community college right in their doorsteps. They started conducting preliminary surveys of high school graduates and getting opinions from their constituents. The possibility of establishing a community college was a common topic in their assemblies and barangay fora which generated resounding approval, enthusiasm and anticipation. The local government units expressed their willingness to provide the necessary data and other support to the researcher.

Since the establishment of a community college in the proposed area received a positive response , the researcher decided to present the market share

projection for the next eight years granting the community college will resume School Year 2011-2012 the opening enrolment in general will have 200-300 students which is only 50.00 of the expected 610 fresh high school graduates of the School Year 2010-2011; SY 2012-2013 will have 322; SY 2013-2014 - 407; SY 2014-2015- 553; SY 2015-2016-497; SY 2016-2017- 503; SY 2017-2018- 518 ; SY 2018-2019- 488 not to include those old high school graduates who wish to enroll in the community college. This market share projection is based on the official enrolment from pre-school, elementary up to fourth year high school of the school year 2010-2011 from 18 complete elementary school and 7 secondary schools inside the service area. This is definitely the determination of annual market share information in general.

The researcher in his 10 years of observation has discovered that the identified service area is being marginalized by the inaccessibility of quality and relevant post-secondary education; whether they are occupational-oriented college education; professional courses as preparatory course and/or vocational courses which cater to the needs of the community. These observations challenged the proponent to conduct a study towards creating a community college in the locality of Paranas; hence this investigation.

Statement of the Problem

This study determined the social desirability of establishing a community college that would meet the educational needs of Motiong, Hinabangan, San Jose

de Buan and Paranas. The result of the instant study shall serve as an aid of legislation in the regular session of the respective municipal government.

Specifically, it sought to answer the following questions:

1. What is the profile of the students-, teachers-, parents- local government officials-, and non-government officials, prospective employer-respondents in terms of the following:

   1.1 age and sex;

   1.2 civil status;

   1.3 educational attainment;

   1.4 work experience;

   1.5 average monthly income;

   1.6 occupation of parents;

   1.7 attitude towards college education;

   1.8 attitude towards establishment of a community college, and

   1.9 expectations relative to the establishment of a community college?

2. What is the profile of the respondent barangays in terms of:

   2.1 population;

   2.2 annual income;

   2.3 sources of income/revenues;

   2.4 employment status;

2.5 economic activities;

2.6 facilities including site availability

2.7 number of high school graduates for the last five years.

3. What is the profile of the respondent-municipalities in terms of:

3.1 physical resources;

3.2 human resources, and

3.3 financial resources?

4. As perceived by above named categories of respondents, what is the level of social desirability of establishing a community college in the specified places of the aforecited municipalities along the following aspects :

4.1 community demands;

4.2 physical resources;

4.3 human resources;

4.4 financial resources, and

4.5 technical resources?

5. Are there significant differences among the perceptions of the categories of respondents relative to the level of social desirability of establishing a community college along the aforementioned aspects?

6. Is there a significant relationship between the level of social desirability of establishing of a community college and the profile of respondents, respondent barangay and respondent municipalities along the following aspects:

6.1 community demands;

6.2 physical resources;

6.3 human resources;

6.4 financial resources; and

6.5 technical resources

7. As perceived by the six categories of respondents, what problems may be encountered by the respondent-municipalities relative to the establishment of a community college along the following areas:

7.1 enrolment;

7.2 physical resources;

7.3 human resources;

7.4 financial resources, and

7.5 technical resources?

8. Are there significant differences among the perceptions of the six categories of respondents relative to the problem encountered in establishing a community college along the aforementioned areas?

9. What academic and certificate programs may be proposed for the community college based on the results of the study?

Hypotheses

The following hypotheses were tested in this study:

1. There are no significant differences among the perceptions of students-, teachers-, parents-, local government officials-, and non-government officials-, prospective employer-respondents relative to the level of social desirability of establishing a community college in the target site along the following aspects:

1.1 community demands;

1.2 physical resources;

1.3 human resources;

1.4 financial resources, and

1.5 technical resources.

2. There is no significant relationship between the level of social desirability of establishing a community college and the profile of respondents, respondent barangays and respondents municipalities along the following aspects:

2.1 community demands ;

2.2 physical resources;

2.3 human resources;

2.4 financial resources; and

2.5 technical resources.

3. There are no significant differences among the perceptions of the six categories of respondents relative to the problems encountered in establishing a community college along:

3.1 enrolment;

3.2 physical resources;

3.3 human resources;

3.4 financial resources, and

3.5 technical resources.

Theoretical Framework

This study is anchored on the theory of English educator Sir John Neveson when he stated that "all education is in a sense, vocational for living and education is not only building the individual but also building the community" The above stated theory is considered by the proponent as the bedrock of this study since it is the very foundation of the realization not only of every individual's aspiration but of the community as well.

Another theory that is directly applicable to the present study is advanced by Saylor, et al. in 1981, when they said that planning opportunities for learning require making choices, and that plans have no impact until they are set in motion. In other words, learning opportunities remain just opportunities until learners become engaged with the opportunities. Generally, conceptualizing education as an orderly deliberate effort to transmit or develop knowledge, concepts, skills, attitudes, and habits, they state that "since education is an orderly and deliberate effort, some plan is needed to guide this effort.

The aforesaid theory finds application in the present study in the sense that its primary force is the realization of the educational goals through establishment of a community college and implementation of the programs such as the equal access and opportunity to education as the subject matter of the present study.

The researcher adopted the theory of Harbison and Mayers as cited by Hebu (PASS Education Digest, 1989:6). The theory states that "if a country is unable to develop its human resources, it cannot develop much else, whatever it be a modern political, and social structure or a sense of National Unity or Higher Standards of material welfare. Also a country may have natural resource and physical capital but unless it also develops human physical resources for human end, it is not going to advance that far." The theory is very much applicable to this study for the very essence of the present study is to give the graduating secondary students the opportunity to further their studies in the post-secondary education and to develop their innate talents and abilities to the fullest for personal and community advancement.

The establishment of a community college is pursuant to the guiding principles provided for in Section 1, Article XIV of the Philippine Constitution, which states that education should be accessible to everybody. Subsequently after the identification of their talents and abilities as their predominant choices of field of studies, the institution that made the program of courses to be offered based on their needs is in accordance with the theory advanced by Khateña

(1972: 454) who said that different kinds of education should be provided to individuals according to their abilities.

Conceptual Framework

Figure 1 conceptualizes the entire study. It takes into account the important roles of the various variables/variates in attaining the expected outcome of the study.

The base of the schema represents the research environment of the study which are the Poblacion of Paranas and San Jose de Buan and selected barangays of Paranas, Hinabangan and Motiong from where the respondents of the study were taken, namely, teachers including school head, parents, LGUs, and NGOs. Going up the schema are two boxes showing the variables of the study. The uppermost box shows the level of social desirability of a community college along the aspects of community demands, physical, human, technical and financial resources. This is connected to other box to signify the correlational analyses which was undertaken between the levels of social desirability of establishing a community college along the identified aspects and the profiles of the respondents, barangays and municipalities. After establishing their relationship, findings and implications of the investigation, were analyzed and deduced. From there, academic and certificate programs deemed necessary were identified. These data, hopefully, would serve as an aid of legislation in the

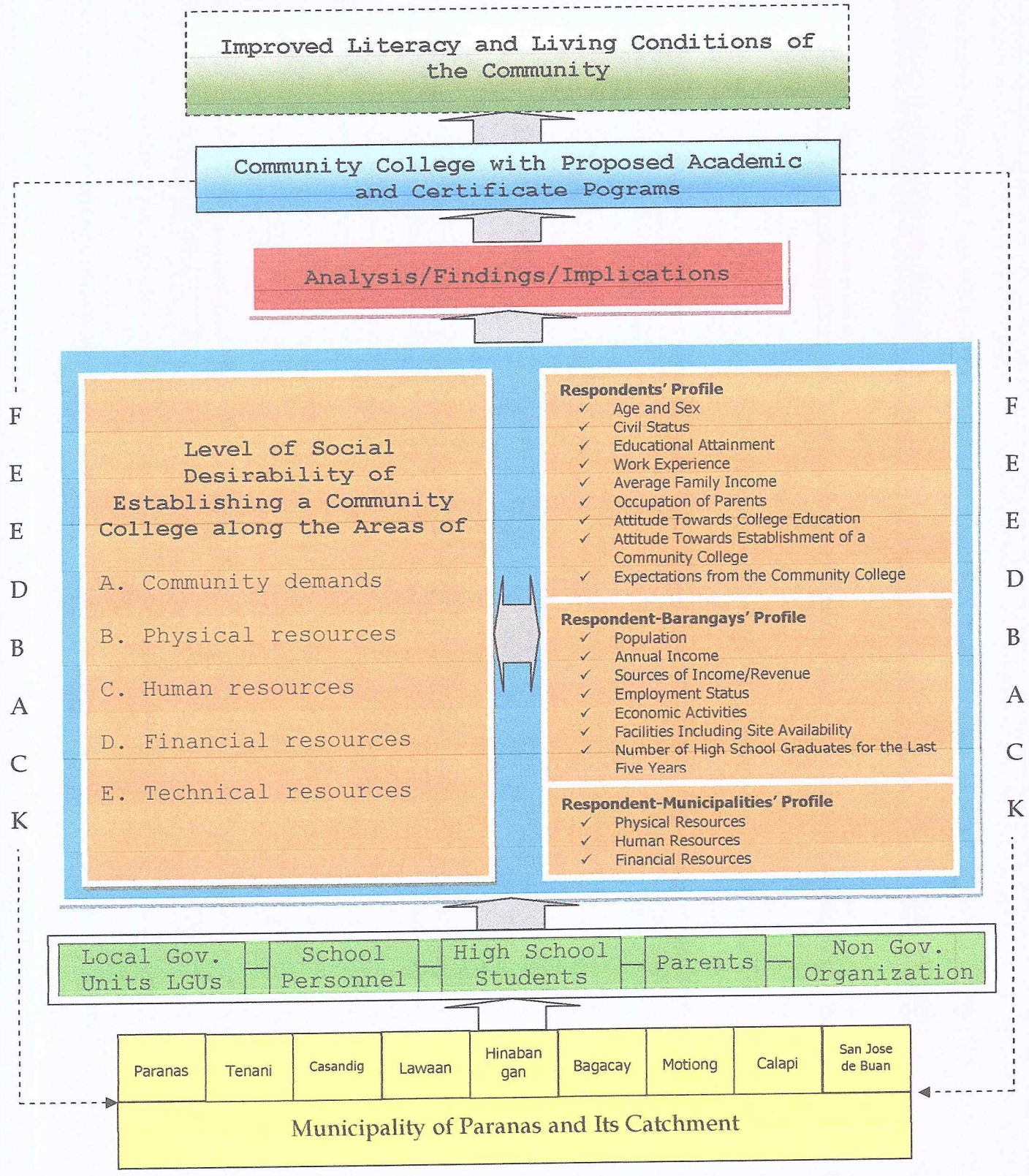

Figure 1. Conceptual Framework of the Study

respective deliberation/session of the legislative body of the local government units which would serve as a stepping stone to establishing a community college in the identified service area. Undoubtedly, this would redound to improved literacy and living condition of the constituents in the community involved.

Significance of the study

With the fast changing economic and technological developments and trends in the field of education, this study would benefit the following:

To the municipal, provincial and national governments. The findings of this study would be definitely useful as an aid in the legislative deliberations not only of the four municipal governments but also of the provincial and national governments as well. With that, improvement of the municipal level of educational profile becomes so significant in their thrust. Aside from its legislative, administrative and governmental advantage, it can also, in the exercise of its proprietary function, benefit financially from the operation of the community college once it is fully established, maintained and fully sustained in its operation in consonance with the provisions of its charter. Through the community college, LGU's cooperation to uplift the economic condition of its people would be realized. The provincial government then would formulate a policy that would give favor to the education sector once it has found that the project is really beneficial to the remote areas particularly the underprivileged communities wherein college education is inaccessible and expensive. This study

would somehow help in uplifting and improving the National Statistical Record on literacy rating. Not only that but substantially in providing its citizens with knowledge, skills, competence, desirable qualities of behavior and character to render them fit for the duties of life as provided in section/article XIV of the fundamental law of the land.

To the marginalized students. The students are the center of educational institution. They are the hope of their respective communities. The result of this study would redound to the fulfillment of their dreams and aspirations by obtaining an accessible and convenient formal education in their field of interest before they assume responsibilities of citizenship, family and occupation towards obtaining a better quality and productive way of life.

To the marginalized parents. Parents of the lower income groups would benefit greatly from this study as much as their children who have just finished secondary education. They would have a brighter direction towards the future. They could send their children to college level education which is accessible and relevant to their desired skills and occupational interest if the proposal becomes a reality. They would be spending less financial resources, physical sacrifice and even less risks in going to school. Parents could have a direct control over their children since students can go to school in the morning and go home in the afternoon with the advantage of helping their family's household chores and daily living. They could have the greater chance of improving their family socio-economic status and have a respectable quality life.

To the community. The realization of the proposed establishment of a community college would greatly benefit the entire community in almost all aspects. The societal values would be met which seem highly relevant to community service as follows: personal self-realization, equal opportunity, economic efficiency, and civic responsibility. The proposed college which embraces values would attempt to organize them to become responsive to a program of service that seeks to facilitate community development. The people in the community would be encouraged to participate in any business favorable to his family and community.

To the business establishment. The creation and establishment of a community college in the locality would have a parallel creation and establishment of various business enterprises such as board and lodging, food and catering service, school supply, transportation etc. There would be an enter-dependence of the different sectors in the locality once the business sector is established thereby increasing revenues and economic development at the community level.

To the non-governmental organization. The benefit that the non-governmental organization could have within the locality is the chance of having an expansion program brought about by the increase of the population and the creation of a bilateral relation with other organization for the purpose of a business venture within the service area that can be beneficial to the community.

To the CHED. The Commission on Higher Education is a regulatory body, one objective of which is to enhance access to Higher Education. The present study would serve as guide and basis of the CHED program in establishing a community college in a strategic place in the locality of Paranas or to any municipality to provide opportunities for higher education to our economically disadvantaged students.

To the future researchers. The findings of this study may enable future researcher to gain rich ideas, the technical and mechanical aspects in conducting a feasibility study. This could be a very material source for their literature search and review of related studies.

Scope and Delimitation

This study focused on ascertaining the social desirability of establishing a community college that meet the educational needs of the marginalized sector in the service/catchment area within the four municipalities of Paranas, Hinabangan, Motiong and San Jose de Buan. Certain barangays were involved, namely: Barangay Casandig, Barangay Lawaan, Barangay Tenani of Paranas; Barangay Bagacay, Barangay Cansulabao of Hinabangan; Barangay Calapi of Motiong and the four Poblacion-barangays in the municipality of San Jose de Buan.

The respondents of the study were 118 fourth year students whose families were 4Ps members of the Department of Social Welfare and

Development (DSWD)in the abovenamed barangays and towns during the School Year 2011-2012. They were chosen by purposive and random sampling. Purposive in the sense that only fourth year students who were 4Ps recepients were involved. Random sampling was used to identify specifically the student sample. Another category of respondents were 67 secondary teachers including the school head and were taken by total enumeration.

The study also involved 120 4Ps parents of student-respondents. One of the parents of the student-respondents was taken. From among the LGO's the mayors, their councilmen and secretaries were taken for a total of 48 respondents. From among the NGO's, total enumeration was utilized. All 20 personnel of the SINP and 11 officials from the parish organization were involved.

The study was conducted during the School Year 2011-2012.

Definition of Terms

To provide the readers a common frame of reference, the following terms are herein defined conceptually and operationally.

Academic program. In this study, it refers to two-year courses such as electronics, computer programming, laboratory technician, automotive in the case of internships and workshop. In bachelors degree it may refer to a four-year degree courses such as elementary and high school education, criminology,

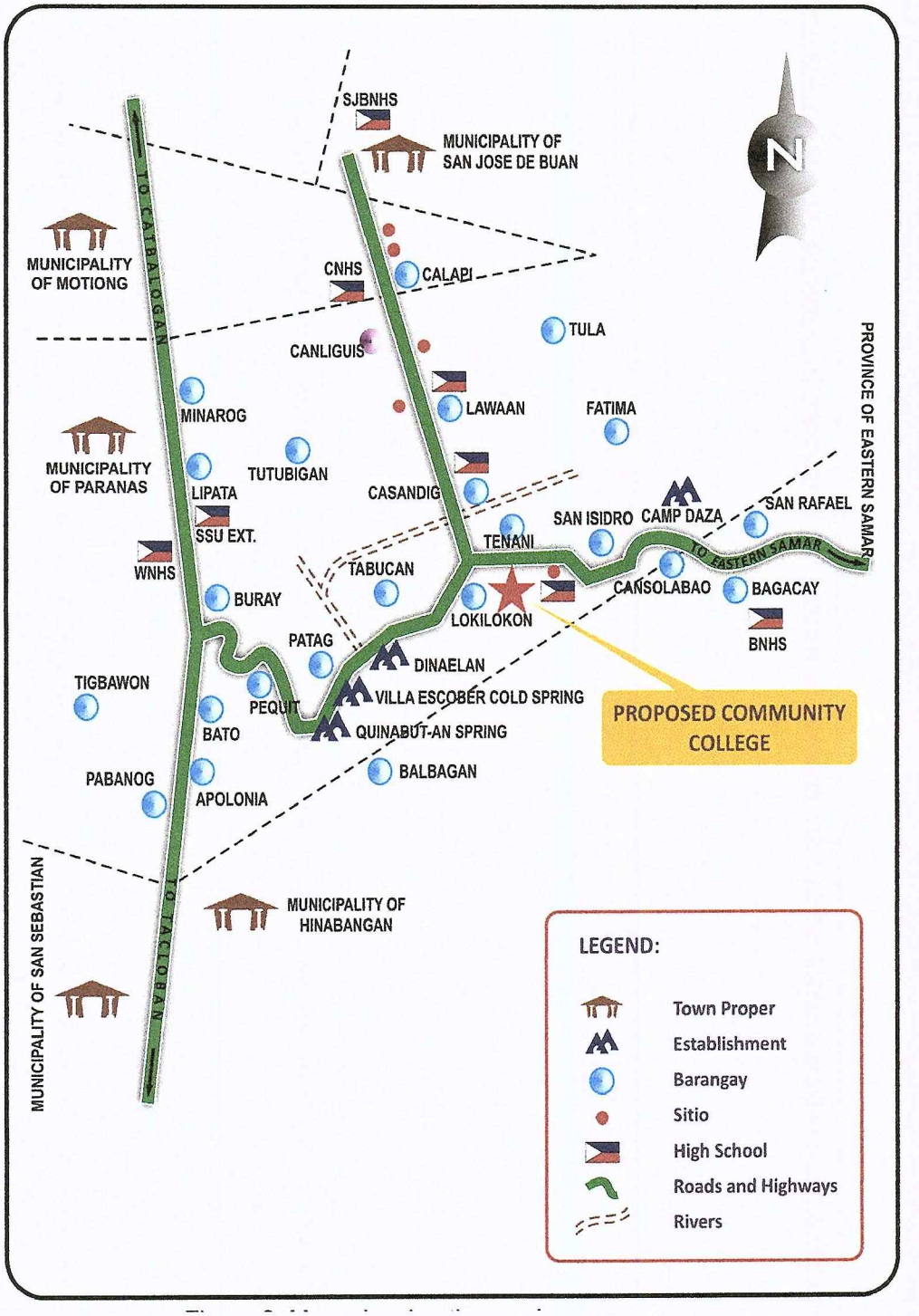

Figure 2. Map Showing the Proposed College

computer science, commerce, engineering courses and others which can be possibly offered in the community college (http://degree directory: org /articles/).

Annual income. It is the spouses' yearly income over a one year period. It is the yearly income of the municipality derived from various sources such as taxes, charges, any gain from the exercise of its proprietary function, etc (Wiki Answer, Ads by Googles, Internet). In this study, the meaning is adopted to suit the intent and purpose of identifying the financial resources of the service area.

Attitude towards college education. It is a positive belief regarding college education. A person believes college education will lead to a position of power, prestige, financial reward and satisfaction. It is a positive feelings regarding college education. A person feels a sense of accomplishment, competence, and success with college education. It is a positive actions regarding education. A person is very involved in school-related activities and spends long hours on studies (Ryan, 1999: 29). In this study, it refers to the weighted responses of respondents to attitude statement in the questionnaire which are interpreted from most favorable to not favorable attitude.

Attitude towards establishment of a community college. It is a positive cognition of individuals who believe that the establishment of a community college will lead to the advancement and development not only of ones family but of the community as well (Wattenbarger, 1978: 54). In this study, it refers to the weighted responses of respondents to attitude statements in the

questionnaire which are interpreted from most favorable to not favorable attitude.

Certificate programs. These are certificate-based academic programs combine classroom instructions with hands-on experience to teach students a specific trade or skills and others are offered at the graduate level and add additional credentials to an individual's existing degree certificate programs take anywhere from a few weeks to two years to complete (Wicki Answer, Internet). Operationally, it refers to technology and vocational courses such as electronics, automotives, computer programming and others which can be offered by the community college.

Community. In this study, it means all the people who live in a particular district, city, municipality etc.

Community college. In this study, it means all the community college is an innovative educational alternative that is rooted in the community providing holistic education and eligibility for employment to the disadvantaged (Madras Centre for Research and Development of Community Education (MCRDCE), 2002:2). Operationally, it is a local college operated, supported and maintained by the local government unit (LGU).

Community demand. It is a societal value which is highly relevant to community services such as personal self-realization; equal opportunity; economic efficiency and civic responsibility. The community college which embraces these values and attempts to operationalize them will be responsive to

a program of services that seeks to facilitate self development and community development (Raines, 1978:404). In this study, the researcher adopted this meaning to facilitate the importance of establishing of a community college which is the key factor in addressing the needs, aspirations, potentialities of individuals, groups, and institutions within the community.

Desirability. It means that which is pleasing, valuable or useful www.thefreedictionary.com). In this study it means the agreeableness of the community.

Educational attainment. It is defined as the highest grade completed within the most advanced level attended in the educational system of the country where the education was received (Glossary of Statistical terms). In this study, it adopts the conceptual definition.

Employment status. It is an indication of the person's economic position in the labor market in terms of whether he or she is currently employed in paid work, seeking employment or either by choice or age or other restriction (Health and Social Care Data Dictionary). Operationally, it refers to a person's occupation whether permanent, temporary, contractual or casual in the economic situation of a community.

Establishment of a community college. It is an offer of post-secondary education courses by higher educational institution or any sponsoring institution intended to provide academic services to the entire community (Guidelines for Public Community College, 2008:4). In this study, it is necessary to determine

the meaning of "establishing a community college" since this the central point of subject matter of the present study.

Facilities. They are things that make action, operation or course of conduct easier (Meriam Webster Online Search). In this study, they refer to school sites and buildings, equipment and supplies, textbooks, library, laboratory furniture and fixture, cabinet, table and chairs, office equipment, instructional and teaching aids, athletic equipment and supplies, equipment and supplies for effective student personnel services and forms and office supplies.

Financial resources. These are funds for the establishment and operation of the college which includes revenues, national grants, support from foundations, revenues from students' tuition and fees (Crazy Bull, 2007:13)

Human resources. People who are considered the most exciting, challenging and difficult to handle resource of any organization (Martirez, 1991: 441). In this study, they refer to high school graduates, parents, local officials and non-government officials who are involved in the study and as possible instruments/resources in establishing a community college.

Human resource management. The art and science of acquiring, motivating, maintaining and developing people in their jobs in light of their personal and technical knowledge skills, potentialities, needs and values and in accordance with the organization philosophy, resources and culture for the maximum achievement of individual, organization and society's goals (Martirez, 1991:6). In this study, management of human resources in the light of

establishment of a community college is very crucial. Proper identification of individuals, equal treatment on their interests and family values, providing job opportunity for appropriate person with technical know-how will lead to quality and standard educational service.

Level of social desirability. It is the level of agreeableness and desire to have, make and establish something. It also includes the level of community commitment to the establishment and maintenance of such a college. Identification of existing resources, including financial support and facilities, the economic data (eg. Employment statistics, income level and social demand (www.aihec.org/resources/documents/Establish-TCU-Guide-pdf).

Marginalized families. They refer to the extremely poor households who do not meet certain human development goals. They are the poorest of the poor who are 4Ps recipient with income lower than 5,000.00 pesos per month. (http://.mb.com.ph/articles/310864/4Ps-beneficiary).

Physical resources. These are resources that are available to a business or organizations in the form of buildings and other machineries needed for the day to day running of the organization (http://wiki answer.com/Q/).

Population. It is a statistical basis for a population in terms of those accessing services in a given area at a given time. A service population can include residents and visitors including commuters, tourists and seasonal workers (http://www2.state.govt.u2/domino/external/omni/OMNI/NSF.)

Revenue. It is the income of a government from all sources appropriated for the payment of the public expenses(Meriam Webster Online Search).

Short term courses. These are programs requiring three months to three years of study. These are non-degree technical or vocational education programs leading to skills proficiency which are mostly terminal in nature. Some one-, two- , and three-year courses are components of ladder-type bachelor's degree programs (Department of Education, Culture and Sports (CHED) 1998 Fact Sheet).

SINP. SINP is an acronym for Samar Island Natural Park which is a protected area established by virtue of Presidential Proclamation #442 by President Gloria Macapagal-Arroyo on August 13, 2003 (Sharing A Dream, Shaping The Future ,DENR,PAWB,SIBP,2005).

Site availability. It is a reserve geographical location to provide school site which is subject for analysis, layout, construction and environmental issues and remediation (Wicki Answer, Internet).

Social desirability. It is the tendency of some respondents to report an answer in a way they deem to be more socially acceptable that would be there true answer.

Sources of income. It is where ever the income, property or anything else of value becomes available to you from that would be the source of your income. There are a whole lot of sources of different types of income available from wages from an employer, self employment income, banks, brokers, sale of capital

assets, found it on the street, gambling, lottery winnings, stole it, sold drugs, preached, as a minister or barter for some of the income, and a lot of other sources out in the world for you to have a source of income that you receive. (http://wiki.answer.com/Q/).

Students. They are high school graduates in the service area including children of the marginalized families especially those members of 4Ps beneficiary.

Technical resources. It relates to the knowledge and methods, machines used in science and industry. They are available talents, knowledge and techniques (Meriam Webster Online Search).

4Ps. It is an acronym for Pantawid Pamilyang Pilipino Program. It is a poverty reduction strategy based on similar CCT (Conditional Cash Transfer) programs in Latin America. It provides cash grants to extremely poor households to allow their members to meet certain human development goals (http://.mb.com.ph/articles/310864/4Ps-beneficiary).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

In this chapter, several literature and studies were reviewed by the researcher to provide him adequate background on the content and variables of the study. The literature and research review gave more light to the problem.

Related Literature

It is the finding of the Congressional Commission on Education (EDCOM) that disparities in access to education, formal and non-formal, prevents at all levels (Elementary, Secondary, Tertiary) biased in favor of rich, urban, high income students and communities (Espiritu, 2000: 26).

The researcher based on his observation, simply found a small percentage of high school graduates with access to proceed tertiary education in the locality of Paranas particularly the proposed service area and its contiguous barangays. This condition of the service area can be appropriately described by the researcher as he adopted the message stipulated in the book entitled Rural Community Colleges and Economic Development: Leaders Perspective on Collaboration by Pennington that according to him challenges facing rural areas are the following: 1) low population density, 2) low per capita Income , 3) low levels of educational achievement, 4) fewer employment opportunities, 5) limited educational opportunities, and 6) high rates of poverty and illiteracy. He

stated on the other hand that economic development and the mission of rural community college is to improve the economic climate in its service region through the development of the educational skills of its students. Economic Development concerns programs, policies and activities that seek to improve the economic well-being (including job creation and retention) and quality of life in a region or community. According to him just the presence of a community college can have a community and can contribute 8.00 percent to 11.00 percent toward a country's economic development (Pennington, et al., 2004).

The legal bases which serve as the ground for establishment of a community college are the powers, duties and functions of the Sanguniang Bayan of the Article III, Title II which is the Municipality of the Local Government Code of the 1987 Constitution to approve ordinances which shall ensure the efficient and effective delivery of the basic services and facilities , subject to the availability of funds and to existing laws, rules and regulations, establish and provide for the operation of vocational and technical schools and similar post-secondary institutions.

The researcher also finds legal basis in the following agenda for reform crafted and published by senator Edgardo J. Angara the chairman of the Congressional Commission on Education, to wit: The 1998 Report of the chairman of the commission on Higher Education (CHED) on Elementary Access to Higher Education and Rationalizing the CHED - Supervised Institutions (CSIs) presented that CHED - CSIs are state-funded institutions strategically

placed in rural communities to provide opportunities for high education to our economically disadvantaged students. Whereas before the CSIs focused more resources on basic education programs, now, the CHED has rationalized the program offerings of the CSIs to respond to the higher education concerns of local communities.

Moreover, Republic Act No. 7880 known as the Fair and Equitable Access to Education Act declared as a policy of the state to uphold the primacy of education, to foster patriotism and nationalism, accelerate social progress and promote total human liberation and development.

The researcher also adopted the following concepts and reforms about tertiary education of the Commission On Higher Education to wit: Less Is More: The Question of Higher Education What are the Needed Reforms? First, create a better fit between higher education and employment by a clearer classification of institutions of higher education and their roles in preparing graduate for society and employment. A. Community Colleges. There should offer courses that are occupation oriented. It is expected that they will have good linkages with business and industry in their localities. These links will enable them to respond to local employment needs. They may also offer junior college courses for high school graduates who need more preparation before going to a four-year college or university. B. Specialized Colleges. These will offer undergraduate or graduate degrees in limited areas, e.g. teacher education, agriculture or business. It shall, in cooperation with Local Government Units, rationalize and strengthen

community colleges which address the development needs of the community and use community based resources (EDCOM, 1991).

The above stated agenda of the commission serves the very purpose of this study of establishing a formal presentation of how feasible is the creation of a community college in the service area.

Higher Education is considered as the sine-qua-non of nation building. There is a worldwide recognition that centers of higher learning such as universities, professional colleges, institutes, etc, are powerful institutions for raising the cultural plane of a society. In advanced countries, universities constitute the mainspring of knowledge, ideas, and innovations. Without achieving excellence in Higher Education, it would not be possible for any society to produce leaders of thought and action. Higher Education is considered and recognized as a capital investment, all over the world. Higher Education is usually provided by universities and colleges. The purpose of Higher Education is manifold, namely: 1) Supporting and enhancing the process of economic and social development; 2) To enable individuals to achieve excellence; 3) To strengthen the micro-management infra-structure of society, and to train national "Managers" of "Collective Leadership"; 4) To create specialized expertise like in agriculture, medicine, nuclear, space, chemical, and energy fields; 5) To inspire education at different levels; 6) To coordinate at the national level; 7) Human resource development.

In the present time, no country can assure itself a degree of progress without training and research on the higher level, compatible with the needs and expectations of society, in which economic development is carried out with due consideration for the environment and is accompanied by the building of a "culture of peace" based on democracy, tolerance and mutual respect: in short, Sustainable Human Development". The University's role should go beyond the traditional functions of teaching and research, and should incorporate an expanded sense of social responsibility. higher Educational institutions cannot remain aloof from the problems of society, i.e. extreme poverty, under-development and moral degeneration. The new touchstones of the quality of a University are not only its human resource development, but also its moral commitment to society for desirable social change or progress trough Modernization, even Strategic Futurization (UNESCO, World Education Report, 1995).

Higher education would have provided and expanded opportunities for the technologically useful knowledge and skill development of Filipinos, and would have constructively advanced the capabilities of Filipinos in society. It would have produced in the Filipinos the ability to critically think, act positively and contribute to the full development of the family, community and the larger society .The attainment of empowered and globally competitive Filipinos shall ensured through: 1) provision of undergraduate and graduate education which meet international standards of quality and excellence; 2) generation and

diffusion of knowledge in the broad range of disciplines relevant and responsive to the dynamically changing domestic and international environment; 3) broaden the access of deserving and qualified Filipinos to higher education opportunities; 4) optimization of social, institutional, and individual returns and benefits derived from the utilization of higher education resources (*CHED Long Term HED Plan, 1996-2005*).

The purpose of this study which is the social desirability of establishing a community college utilizes the wisdom of higher education and helps extend it to the far flung communities where the students can have the opportunity to grasp the principle of equal access to higher education. Thus, they can pursue their career education through an alternative system which is community college.

The community college is an alternative system of education, which is aimed at the empowerment of the disadvantage and the underprivileged (Urban poor, Rural poor, Tribal poor and Women) through appropriate skills development leading to gainful in collaboration with the local industry and the community and achieve skills for employment and self employability of the above sections of the people in the society. The community college is an innovative educational alternative that is rooted in the community providing holistic education and eligibility for employment to the disadvantaged. The vision of the community college is to be of the community, for the community and by the community and to produce responsible citizens. The community

college promotes job oriented, work related, skill-based and life coping education. The community college initiative is in conformity with the Philippine political will that prioritizes in education, primary education, information technology education and vocational education. The key words of the community college system are access, flexibility in curriculum and teaching methodology, cost effectiveness and equal opportunity in collaboration with industrial, commercial and service sectors of the local of the local area and responding to the social needs and issues of the local community, internship and job placement within the local area, promotion of self employment and small business development, declaration of competence and eligibility for employment (Madras Centre for Research and Development of Community Education, 2002).

The researcher not only emphasizes the community college as a venue to produce responsible citizens, promotion of job placement and social and community development but also other principles such as the following.

Community colleges are the best vehicles to help adults access the hardware, software, and training necessary to work in an information economy, not to mention the technology and change savvy necessary to live in a connected world. This issue of living well in a connected world emphasizes critical social dynamic: The importance of what Wilson, et al. (2000) call 21st *Century Learning Outcomes*. These outcomes include skills in communication, numeracy, technology information management, personal management, interpersonal relations, community awareness, critical thinking, and problem solving. It is

the need for these skills that should drive us to support what has been called in other venues "education in a digital democracy". This should further inspire us to support community colleges' open access, high quality, learning-centered education as a way to bring light where there often is none. Because, in a global community that is often split between the "lexus and the olive tree," global connections and local needs, complex systems and simple conflicts, and have and have nots, open access education is a powerful pathway to bridge these divides and bring hope for all (Milliron, 2002: 70).

Community colleges also wrestle with their own technology transitions, implementing new administrative, academic, and communication systems at an alarmingly fast rate. Ironically, all these new high – end programs are coming at a time when the issues of the at risk are still compelling community colleges to develop robust programs for the least prepared students. Finally, and arguably most prominent, community colleges are tackling many of these trends by embracing a philosophy of "learning first." They are experiencing a learning renaissance of sorts, looking through their policies, practices, and programs and talking about how they might truly ensure that they are supporting learning is the best way possible. More and more community colleges are taking learning seriously, working hard to ensure that their limited energies and efforts are making a difference for learners and learning (Milliron , 2002: 76).

The proponent perceives that a community with a community college is a learning society which simply can not accept to be left behind the wagon of

modernization and advance technology and be contented with what it has learned. It will rather have a continuing education.

A learning society is one in which all citizens acquire a high quality general education, appropriate vocational training and a job or series of jobs worthy of a human being while continuing to participate in education and training throughout their lives. A learning society would combine excellence with equity and would equip all its citizens with the knowledge, understanding and skills to ensure national economic prosperity and much more besides.... Citizens of a learning society would, by means of their continuing education and training, be able to engage in critical dialogue and action to improve the quality of life for the whole community and to ensure social integration as well as economic success (ESRC, 1994). Seen as a set of practices, at least three interpretations have been placed on the concept of a learning society: (1) the learning society as an educated society, committed to active citizenship liberal democracy and equal opportunities; (2)the learning society as a learning market, enabling institutions to provide services for individuals as a condition for supporting the competitiveness of the economy; (3)the learning society as learning networks, in which learners adopt a learning approach to life, drawing up on a wide range of resources to enable them to develop their interests and identities (Edwards, 1995). At this stage of its economic development, the Philippines is struggling to uplift the conditions of the poor, which still constitutes a big bulk of the population. Of paramount concern is

spurring economic activity to create more jobs for the increasing number of Filipinos. With this in mind, the government has chosen to trek the path of liberalization by taking an active part in the ASEAN Free Trade Area (AFTA), the Asia-Pacific Economic Cooperation (APEC), and the World Trade Organization (WTO). The intent is to open up the economy by liberalizing trade and investment policies in order to attract new job-generating enterprises and to foster competition among the different industries in the country. This is an acknowledgement that only by tapping the virtually unlimited growth potentials of the global markets can the country provide adequate jobs to its rapidly growing labor force. With the onset of globalization, however, the goal of achieving higher levels of employment, in an effort to combat poverty, becomes even more difficult to reach because of the glaring mismatch between the skills of graduates provided by higher education institutions (HEI5)and those required by employers. With the liberalization of markets, whole industries could shrink or expand, shifting the demand for skills and the availability of job opportunities. To become more productive and globally competitive, Philippine companies need human resources that do not only have basic workplace competencies but also higher-level professional and technical skills (Edralin, June, 1999).

It is for this reason that the researcher was so encouraged and determined to pursue this study.

Related Studies

Several studies were reviewed by the researcher, which helped him in the conceptualization, and in the systematic conduct of this undertaking.

Paldez (2002), in his study, "Human Resources Needs Relative to Agriculture and Forestry Industries Based In Eastern Visayas: Inputs to Curricular Redirection," determined the human resource needs of industries relative to agriculture and forestry in order to align curricular offerings to meet the needs to help bridge the growing gap between the industry and the academe and promote the economy. It found out that the respondents have the perceptions of the skills needed by the industries relative to agriculture along crop production technology, animal production technology, farm mechanics/modernization technology and post-harvest and processing technology as much needed by the industries. The perceived identified manpower skills in the field of forest resources management, forest biological science, and wood science technology need a greater extent of development in the academe as those skills are much needed in the industries. Generally there was a need to revise the agriculture and forestry curricula in the academe such that the academe would be turning out graduates equipped with those skills needed by the industries. It was recommended that there was need to encourage all of them to pursue professional growth in line with their field of specialization in order that expectation and innovations from the curricula would be continuously satisfied.

Paldez' study was very much related to the present one in the sense that the purpose of the feasibility study was to identify the skills and courses needed by the high school graduates for the establishment of a community college which would cater the needs of the industries and job opportunities in the service area. Both studies aimed to provide an increase in the production of livelihood and better employment opportunities in the community. They differed largely in its purpose; the former determined certain inputs to curricular redirection while the latter was to establish a community college to meet the needs of the marginalized sector.

Amparado (2005), in his Study, "The Aquaculture Industry In Samar Province: Proposed Fishery Extension Program for Samar State University (SSU)" recommended that the short term trainings were necessary to improve the level of technological awareness of the fish farmers particularly on areas identified in Samar province. The implementation of a functional extension program to effect technology transfer be undertaken through cooperative efforts of the government agencies, non-government organization (NGO), and the academe vis-à-vis enhancement of extension workers' competencies and the provision of adequate communication facilities and administrative support.

This study was related to the present study as both assessed the training needs for human resources development and it is viewed from the standpoint of relevancy of assessing and identifying resources of economic importance and determining production and other activities in support of development in the

region. Apparently, the difference lay on the scope which the former focused on the fishery extension program whereas the latter focuses on the establishing a community college for the marginalized sector of the four neighboring municipalities of the service area.

The unpublished Feasibility Study Of Abuyog Community College (ACC) For Its Conversion Into A State College, To Be Known As Abuyog State College, And to Offer Additional Courses In Education, Science And Technology (2004) which was compiled and prepared by Honorable Ofelia K. Traya, Municipal Mayor sought the approval of Congress for its conversion from its present status as a community college to become and recognized as one of the state colleges located in the municipality of Abuyog, Leyte. The college is a public multi-purpose institution which aimed to: 1) give the youths and adults of Abuyog, Leyte and the neighboring areas, advanced continuing and practical education in Arts, Science and Humanities, Technical and Occupational training. 2. provide courses in humanities, science and arts education, commerce and industry, technological sciences and health care service for occupational roles which contribute to the growth and dissemination of knowledge. 3. integrate different avenue of knowledge in available learning experience. 4. train students in creative and critical thinking and mastery of expression. 5. develop in the students; awareness of manifold problems and realities of life and a solid foundation of knowledge, human values and skills essential for life in a changing world. 6. assist the government in actualization of opportunity in the attainment

of a good quality education, and 7. inculcate a deep sense of national identity through the study and appreciation of Filipino culture.

Such objectives of the ACC are totally the same to the present study catering the entire educational clientele in the service area, offering humanities, arts and sciences, vocational and technological courses are the supposed college courses that the present study intended to determine for its operation.

The school site, buildings and facilities were acquired by the municipal government – the main source of fund through allocation in their annual budget preparation. Fund augmentation came from the proceeds of the generally low tuition fees of the students which is kept as trust fund in the Treasurers Office.

In this case, the proposed community college in the locality of Paranas if treated as priority project adopt the same funding system as the municipal government which has the authority under the provisions provided for by the Commission On Higher Education (CHED).

The difference between the present study and that of Traya was that the former started with the preliminary stage of conducting the feasibility of establishing a community college while the latter intended to step out from the status of a community college and sought for a higher level which is the status of a state college.

"A Proposed Extension Program of Silago National Vocational School", a study conducted by Brazas, Sr., (2001) attempted to determine the extent of expressed training needs and aspects of development of Silago residents in order

to plan and design a training program that would cater to their needs and the development of the service area. This study found out that respondents had different priorities on skills-training needs. The extension program could be hampered in its operation due to inadequate trainers, tools and facilities, and budget allocation.

His study was similar to the present study in the following aspects; It was concluded that the implementation of the program would be more effective if the school and Local Government Unit were coordinated and supportive to the program and projects of the school. Primarily, tie-ups with TESDA was necessary. The four groups of respondents were matured enough to understand, analyze and perceived on what training needs and aspects of development were necessary in the implementation of extension program. It was recommended that to be more responsive to economic change through the implementation of extension program, the government should approve a school budget with an allocation for extension program to benefit clients in the disadvantaged rural areas in order to acquire non-formal education at minimal cost.

Tie-up between SNVS and other coordinating agencies such as LGU, DOST, DECS, DA, DENR, DTI, CSC, and TESDA should be improved, expanded, and be further strengthened for better and faster effect towards development of the people in the service area. In the implementation of the proposed extension program, local and barangay officials should coordinate with school officials

regarding the trainings to determine the extent of training needs and to assess through their responses or feedbacks the effectiveness of the training programs.

There was no doubt that the significance of both studies were similar that would benefit residents in various ways in the promotion of economic, tourism, culture and technological development. However, the difference was clear that Brazas' study intended to realize the implementation of an extension program whereas the present study intended to materialize the feasibility of establishing a community college in the locality of Paranas.

Villa (2004), in his study "A Proposed Alternative Educational Program for the Out of School Youths in the Municipality of Zumarraga" found out that following educational needs such as a) fish processing/cooking b) food production c) ability to read and write, the parents perceived educational needs such as a) modern ways of farming b) machine repair and overhauling c) poultry/hog raising. The barangay considered the following educational needs such as radio repair, refrigerator, ability to read and write, weaving, tailoring and dressmaking. It was recommended in this study, that creating job for the people who badly needed it was not easy. But the local government could do something. It can coordinate with the national agencies for example, DTI capitalizing on their community resources and beautiful spots. The LGU invited TESDA, NMYC, GOs, and NGOs to conduct skills training among OSYs to opening of a vocational school in the island-it could be fishery, trade and agriculture.

His study was very relevant to the present study since it catered the educational needs and livelihood of the community. Both had the same respondents who could perceive what the needed skills were and training which were beneficial to the whole community. Both studies proposed the establishment of an educational institution which could provide access and address the vocational or technical courses in the community. They differed in some aspects: former study concerned with Out of School Youth who would be provided alternative educational programs whereas the latter concerned with all clients such as the fresh high school graduates, out of school youth and other qualified individuals of the marginalized sector who can enroll in the proposed community college in the service area.

Bacongol (2005), in her study "Education and Information: Basis for an Intervention Programs found out that majority of the respondents had finished high school and mostly were engaged in business with a mean monthly income of Php 10,905.41 with a SD of Php 1, 264.48.The respondents appraised that elementary and secondary education were highly accessible in their locality while pre-school or day care was moderately accessible; Tertiary education, non-formal education, skills development training and literacy education programs were lightly accessible. There were significant differences among the perceptions of the respondents relative to the accessibility of education in the locality. The respondents had the potential to learn and access information through the advance technologies because of their being functionally literate, however, these

state-of-the-art facilities were not available in the locality and they still needed some skills development training. It was recommended that education of the people in the locality was still wanting thus, skills development programs were needed to enhance their skills and update themselves with the trend at present towards information technology or the so called borderless society in as much as smaller or bigger capacity, were mostly engaged in business ventures. There was a need to strengthen the community extension program of the school through establishing and implementing the non-formal and informal education programs particularly on computer literacy. Presentation was strongly encouraged to non-government organization and other agencies that can help community put up some advance facility and make information technology, particularly on internet and cyber communication facility be made available to the constituents of the locality to enhance their capabilities towards the global trend.

Her study was relevant to the instant study in the sense that the former significantly emphasized the accessibility of education particularly in the tertiary level. She stressed that skills development programs were needed to enhance and update themselves with the trend. The latter study which gave importance to the accessibility of tertiary education especially to the marginalized sector of the community. They were the same in some aspect as to the bringing skills, technology and information updates to the locality where access was not possible. But her study was limited to information technology and information

literacy programs while the feasibility study encompassed all skills which were very relevant and needed by the industries inherent in the service area.

Uy (2005), in her study, "Assessment of BSC Curricular Programs of Private Colleges In Samar Islands: Inputs to Programs Redirection, she noticed that on the technical skills aspects of the graduates, the employers indicated that the graduates did not have self-sufficient technical skills as manifested by the employees' inability to fix/replace minor maintenance parts of machines and trouble shoot minor hardware and software problems. Thus, it was recommended that to access to additional resources for the program, the six private institutions must enter into linkages with other schools public and private agencies, that they may share each other's facilities and personnel expertise, giving rise to a network of school resources. Similarly, to elevate the present program and to address the demands by the concerned sectors, particularly along the skills and manpower requirements, and along the trends in business today, the six private institutions should also initiate linkages with relevant industries and academic entities or organizations. Her study had a significant bearing on the instant study since the establishment of a community college was be based on correct feasibility study wherein assessment and identification of skills should be properly evaluated and recommended by the industry sector and different agencies concerned.

The study of Patimo (2005) on "A Proposed Municipal Government Information System Framework for the Municipality of Sta. Margarita, Samar",

focused on the status of the implementation of IT programs with respect to Human Resources development in terms of trainings in computer, technical skills, and conceptual knowledge and physical facilities development in terms of hardware resources, software resources, funding and maintenance. It revealed the following: 1) absence or lack of opportunity to participate on trainings, seminars, or workshops about any aspects of information and communication technology, absence or lack of experienced/skilled personnel to perform computer maintenance, trouble shooting and repair, inadequate funds for the computerization program, absence or lack of experienced/skilled personnel to handle/manage the computer operations; and 2) absence or lack of available information technology reference materials like books and magazines to improve IT awareness. It was recommended that there should computer trainings, seminars, workshop about IT fundamentals and awareness, computer networking, computer hardware and computer software development and application with the collaboration of educational or training institutions.

The above study was just part and parcel of the instant study since it established a certain curricular program particularly computer programs which was not accessible in the proposed service area. The difference between the two studies was the recommendation of conducting computer training, seminar and workshop whereas the other focused on the feasibility of creating a new community college in the community.

"The Needs and Aspirations of the Stakeholders of Samar State College of Agriculture and Forestry (SSCAP): A Basis for Curricular Redirection by Teofilo C.Cailo, Jr., (2001) was related study to the present social desirability study in the realm of the community aspirations and dreams. Both studies had common expression of high needs and aspirations along the economic, political, and social aspects. The previous study focused on the problems of agricultural and forestry curricular offerings which were deemed highly felt by the respondents. Some solutions were suggested to minimize problems relative to curricular offerings by students, teachers such as information dissemination, allocation of resources for the procurement of facilities and giving just remuneration, conduct training and provision of financial assistance. But in the instant study, problems were not centered on agriculture and forestry curricular offerings alone but the whole industry and business sectors such eco-tourism, education, information technology and other vocational and technical courses which substantially address the needed jobs and livelihood in the service area. It was proposed that to answer these gigantic problems the establishment of a community college was apparent to cater to the dreams and ambitions of the high school graduates of the seven secondary schools which are far from the college institution in the urban areas.

De Veyra (2003) in her study "Reengineering The Bachelor of Science In Industrial Technology of Tiburcio Memorial Institute of Science and Technology, Calbayog City, stated in her findings that electrical technology major had the

highest number of students and graduates followed by food technology , automotive, drafting, electronics technology, machine technology and the last is garments technology. But it was stipulated that the rank of technological skills needed in the industry are: a. Electrical Technology b. Automotive Technology c. Electronics Technology d. Machine Technology e. Food Technology f. Drafting Technology g. Garments Technology. The College of Industrial Technology (CIT) should offer other industrial entrepreneurial technology courses relevant to the needs of the industry. It was recommended in this study that in order to attain a responsive and effective BSIT course, the college of Industrial Technology should make the initiative of making it relevant to the needs of the industry. It is also recommended the suggestion from the stakeholders should not be ignored specifically on the aspect of up datedness of tools, equipment and machines as used in instruction.

This study was similar to the present one in the sense that both focused on the assessment and identification of the needed skills to be acquired by the students relative to the needs and suggestions of the stakeholders and the industry. They differed in scope since the previous study focused exclusively on industrial technology while the present study focused on various skills and courses to be offered by the community college.

Chapter 3

METHODOLOGY

This chapter presents the methods used in this study, research instruments, validation of the instruments, sampling procedure, data gathering procedure and statistical treatment.

Research Design

This study employed the descriptive-correlational method of research to determine the social desirability of establishing a community college in the locality of Paranas, covering catchment areas of : Barangay Casandig, Barangay Lawaan, Barangay Tenani of Paranas, Barangay Bagacay of Hinabangan ; Barangay Calapi of Motiong and the municipality of San Jose de Buan. There were seven national high schools in this service area. Five aspects were used to determine the social desirability of establishing a community college along : Community demands which included high school graduates who can pursue college education , various technical and vocational occupations; secondly, physical resources which included school site, support infrastructures, distance and transportation; thirdly, human resources which comprised the population of the service areas, resource and professional individuals, skilled persons; fourth was the financial resources of the proponent municipality, parents capability to finance the children college

education; and the fifth was the technical resources which included feeders secondary schools, licensed professionals and skilled individuals, courses and programs. Moreover, it focused on the determination of the feasibility of the respondents municipalities of the service area to provide for educational needs, attitudes, perceptions and problems of the respondents relative to the establishment of a community college that meets the educational needs of the marginalized sector.

The study used survey questionnaire as the main data gathering instrument to illicit the responses relative to the assessment of the population, their demographic and biographical status , socio - economic status, educational background and attainment, enrollment projections, employment status and this was supplemented by various documentary analysis, informal interviews and observations to crosscheck some initial information and responses of which verification were necessary. Weighted means, analysis of variance, Scheffe's test, Pearson Product Moment Correlation and Fisher's t-test were employed to statistically treat the gathered data.

Instrumentation

This study utilized two fundamental instruments to collect necessary data to answer the specific problem posed at the beginning of the inquiry, these were questionnaire and documentary analysis.

The questionnaire. The questionnaire was the principal instrument used in the study. Two separate and distinct questionnaires were used by the researcher for six groups of respondents. One set was for the 4Ps students, 4Ps parent, school teachers including the school head, non-government officials, people's organization . The questionnaire included personal profile such as: name, respondent category, age, sex, civil status, educational attainment, work experience, average family income, career choices. The psychographics or lifestyle part included attitude towards college education, attitudes towards establishment of a community college, expectations relative to the creation of a community college. The other part was the possible problems in establishing a community college.

The second set of questionnaire was intended for local government organization (LGOs), which consisted of personal profile, attitude towards college education, attitudes towards establishment a community college. Other questions included the municipal profile, the level of feasibility of establishing a community college, possible problems in establishing a community college and finally the proposed academic and certificates programs.

The instrument adopted the following five- point scale indicating the degree of social desirability of establishing a community college in the as perceived by the respondents.

5	Very Desirable	(VD)
4	Desirable	(D)
3	Moderately Desirable	(MD)
2	Slightly Desirable	(SD)
1	Not Desirable	(ND)

Another five – point scale was used to indicate the attitude towards college education and the attitude towards establishment of a community college as perceived by the respondents.

	Description		Interpretation
5	Strongly agree	(SA)	Very Favorable
4	Agree	(A)	Favorable
3	Not sure	(NS)	Neutral
2	Disagree	(D)	Unfavorable
1	Strongly disagree	(SD)	Very Unfavorable

Validation of Instrument

Copies of the two sets of questionnaires as prepared by the researcher were shown to the research adviser and some professors, particularly the panel members of this study for their expert validation of the instruments. After their suggestions on some items, revisions were made and the instrument was improved.

Consequently, the questionnaires had been tried out to six groups of respondents similar to the target respondents in the municipality of San Sebastian using the test-retest method in an interval of two days. This was done on October 15 to 18 using 53 respondents which consisted of 15 high school 4Ps students, nine teachers including administrator, 15 4Ps parents, nine municipal

government officials and five from the non-governmental organizations. This was be done to establish the reliability of the survey questionnaire and some possible difficulties that might be encountered by the respondents in accomplishing the questionnaire. The two set of data were correlated using Pearson Product Moment Correlation to ascertain its reliability. Results were analyzed using the Ebel's table of reliability. The computed r was 0.92 interpreted as high.

Table 1

Interpretation Guide of the Computed Reliability Coefficient

Reliability Coefficient	Degree of Reliability
0.95 – 0.99	Very High
0.90 – 0.94	High
0.80 – 0.89	Fairly High, Adequate for Individual Measurements
0.70 – 0.79	Rather Low, Adequate for Group Measurements
Below 0.70	Low, entirely inadequate for individual measurements although useful for group and school survey

Sampling Procedure

The study was conducted in four respondent municipalities, viz: Municipalities of Paranas, to include Barangay Casandig, Baranagay Lawaan and Barangay Tenani; Municipality of Hinabangan, to include Barangay Bagacay; Municipality of Motiong, to include Barangay Calapi; and the Municipality of San Jose de Buan from where the respondents were taken. It covered seven national high schools, namely: Wright National High School, Casandig National

High School, Lawaan National High School, Tenani National High School, Bagacay National High School, Calapi National High School and San Jose de Buan National High School.

There were six categories of respondents, namely: students, teachers, parents, local government officials, non-government officials and prospective employers.

The student-respondents consisted of fourth year students from the above-named secondary. Purposive sampling was used since only these fourth year students who were 4Ps recipients were involved. A total of 120 students respondents were taken but only 118 students returned the questionnaires.

The teacher-respondent comprised all the teachers of each respondent school plus the secondary school administrators, for a total of 67 teacher-respondents broken as follows: 60 teachers and seven school administrators.

For the parent-respondents, one of the parents of every sampled fourth year students was taken , for a total of 120 parent respondents.

The LGO-respondents comprised of four municipal mayors, 24 Sangguniang Bayan members and four municipal secretaries, for a total of 32 respondents.

As for the non-government-respondents, all 11 officials from the parish organization were taken.

As to the prospective employer-respondents the researcher took all the personnel of Samar Island Natural Park (SINP) as samples. There were 18 of them.

Data Gathering Procedure

Right after the research instrument had been proved reliable and had been finalized, the researcher sought approval from the Schools Division Superintendent to conduct the survey in the identified research environment. Likewise, he sought approval from the administrator of each secondary school and every municipal mayor of the four municipalities and also from the administrator of the non-government organization to conduct and distribute the survey questionnaire to the identified respondents based on the stratified sampling provided by the office of the Dean.

On January 10-13, 2011, the researcher went to Wright National High School (WNHS), Bagacay National High School (BNHS), Casandig National High School (CNHS), Lawaan National High School (LNHS), Calapi National High School (CNHS), San Jose de Buan National High School (SJBNS) and Tenani National High School (TNHS) with the permissions of respective principal to conduct and distribute the survey questionnaires to the identified respondents. 4Ps students were randomly selected when there are sections in the fourth year level such in the case of Wright, Calapi, Bagacay, and Casandig. They were assigned in a particular room to answer the survey questionnaire to avoid disruption of other classes. They were also instructed to let their respective parent to come in the afternoon and take part of the test activity. While the students were answering the question, the researcher took the opportunity to

have the school personnel answer the survey questions. Teachers were treated individually in their respective classroom as per instruction by their school head to prevent disturbance of the normal class activity. Unfortunately, there were teachers who were not around during the test for some valid reasons, the researcher sought assistance of the school head to administer the survey questionnaire for them and likewise retrieve the same in favor of the researcher.

The administration of the survey questionnaire to respondent 4Ps parents took place in the afternoon. But it was noted by the researcher that there were several parents who could not come because they were in the distant farm and some were living in a quite remote sitios as evidenced by the students who brought baon or lunch pack. So the researcher asked the assistance of the barangay 4Ps leader to distribute the survey questionnaire to them to answer and retrieve the same. Other illiterate 4Ps parents were assisted by their respective children to come to school so the researcher was given the opportunity to conduct an interview about their opinion on the study. Fortunately, he was able to retrieve 100% of the questionnaire from the parents.

The conduct of the survey questionnaires among the local government organization (LGO) officials were done during their respective regular weekly sessions. The researcher discussed the importance, purpose and other information about the study. They reacted favorably and received the questionnaires. All the four municipal legislative bodies decided to return the survey questionnaire in the next session. So the researcher asked the assistance of

the respective municipal secretaries for the gathering and retrieval of all the questionnaires.

The Basic Ecclesiastical Community (BEC) as a non-government organization was asked by the researcher to provide data by answering the survey questionnaire. Nine officers and members answered the questions and returned the same on the second day to the researcher.

In the case of the identified respondents in the municipality of San Jose de Buan, the researcher hired data enumerator who was a provincial government paid secondary teacher in the municipality. He was given full instructions on how to administer the survey questionnaire to the target respondents. He was equipped with approved permissions, survey questionnaires, detailed procedures, forms, writing materials and of course remuneration from the researcher. After several days he reported with the accomplished and complete data needed in the study. He was also able to retrieve all the questionnaires from the respondents.

Other pertinent data that were useful for documentary analysis were retrieved simultaneously with the distribution of the questionnaire. These data were as follows: profile of each municipality in terms of physical resources, human resources, financial resources and technical resources. The parent and student personal profiles were also retrieved particularly on their educational attainment, work experience, average family income, occupation, attitude

towards college education and attitudes towards establishment of a community college.

Documentary analysis. This tool was used by the researcher to augment data gathered by the five- respondent- questionnaire checklists. Records and data of the school teachers and administrators both in the secondary and elementary schools including the students profile within the scope of the study from Educational Management Information System (EMIS) office of the division of Samar were obtained by the researcher to further validate collected data. Students data from the respective principals' office of the above stated secondary schools including pupils data from the different elementary schools within the scope of the study for analysis and enrollment projection were also taken. Respective profile of the different municipalities was very important as factual basis for analysis and interpretation of the result of this study. Records and data from the different local government organization and non-governmental organization were also vital for this study.

Interview. The researcher interviewed a number of residents who were not included as respondents just to elicit statement and opinion about the areas of social desirability feasibility study of establishing a community college in the locality. Some respondents were also interviewed to clarify their responses to some items in the questionnaire. The researcher interviewed with some authorities and professionals for guidance and made a survey for human

resources identification, education and attitude towards establishment of a community college, expectation relative to the creation of a community college. The non-governmental organization was also interviewed particularly on their personal profile, attitude towards college education and attitude towards establishment of a community college.

Statistical Treatment of Data

The obtained data through the use of the questionnaire were tabulated, analyzed and interpreted qualitatively and quantitatively using appropriate statistical tools such as the weighted mean, analysis of variance, Scheffe's test , Pearson Product Moment Correlation-Coefficient and Fisher's t-test.

For the perceptions of the 4Ps students, 4Ps parents, school personnel, local government organization (LGO), non-government organization (NGO) on the level of feasibility of establishing a community college, weighted mean was used.

To test the differences among the perception of the six respondents specified above, a one-way analysis of variance was adopted.

If the significant differences existed among the perceptions of the five respondents mentioned above, further testing was resorted using the Scheffe's test.

For the relationship of the level of social desiraility of establishing a community college of the identified respondents and their attitude and

expectations, the test of relationship particularly, Pearson Product Moment Correlation-Coefficient was used.

To test the significance of the computed correlation, Fisher's t-test was used.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the findings of this study with the corresponding analysis and interpretation of the data. Included in the presentation are the following: the profile of the six categories of respondents; profile of respondent barangays; profile of respondent-municipalities; level of social desirability of establishing a community college; comparison of the perceptions of the categories of respondents relative to the level of social desirability of establishing a community college; relationship between the level of social desirability of establishing a community college and the profile of respondents: respondent barangays and respondent municipalities; problems encountered relative to the establishment of a community college; comparison of the perceptions of the six categories of respondents relative to the problems encountered in establishing a community college; and proposed academic and certificate programs for the community college.

Profile of the Six Categories of Respondents

The profile of the respondents was considered very material in this particular study in the sense that it gave background information on the characteristics of the student-, teacher-, parent-, local government official-, and non-government official-respondents, prospective employer-respondent in terms

of age and sex; civil status; educational attainment; work experience; average monthly income; career choices; attitude towards college education; attitude towards establishment of a community college; and expectations relative to the establishment of a community college. Tables 2 – 23 contain the information.

Age and sex. Table 2 presents the age and sex distribution of the student-respondents. It can be gleaned from the said table that this group of respondents ranged from 15 to 23 years old. Majority of them aged 16 years old accounting for 60 or 50.85 percent while 22 or 18.64 percent were aged 17 years old; 12 or

Table 2

Age and Sex Distribution of the Student-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
23	1	-	1	0.85
21	-	1	1	0.85
20	1	1	2	1.69
19	3	1	4	3.39
18	6	5	11	9.32
17	6	16	22	18.64
16	24	36	60	50.85
15	3	9	12	10.17
Not Specified	1	4	5	4.24
Total	**45**	**73**	**118**	**100.00**
Mean	**16.80 yrs.**	**16.42 yrs.**	**16.57 yrs.**	-
SD	**1.50 yrs.**	**1.10 yrs.**	**1.28 yrs.**	-

10.17 percent were 15 years old; 11 or 9.32 percent were 18 years old; four or 3.39 percent were aged 19 years old; and one each or 0.85 percent each was 21 and 23 years old. The remaining five or 4.24 percent did not disclose their age for unknown reason.

The mean age of the student-respondents was 16.57 years old with a standard deviation (SD) of 1.28 years.

The data denoted that this group of respondents was relatively young at their age of accountability being in their late teens.

Moreover, majority of the student-respondents belonged to the female sex accounting for 73 or 61.86 percent while the males comprised the minority with 45 or 38.14 percent.

Table 3 reflects the age and sex distribution of the teacher-respondents. From the table, it can be noted that a good number of the teacher-respondents, that is, nine or 13.43 percent fell within the age bracket of 38-40 years old while eight each or 11.94 percent each fell within 53-55 and 41-43; six each or 8.96 percent each aged between 44-46, 32-34 and 29-31 years old; five or 7.46 percent fell within the age bracket of 26-28 years old; four or 5.97 percent were between 23-25 years old; three or 4.48 percent were 50-52 years old; two each or 2.99 percent were between 47-49 and 35-37 years old; and only one or 1.49 percent was aged between 56-58 years old. Still, seven or 10.45 percent of the teacher-respondent did not disclose their age.

Table 3

Age and Sex Distribution of the Teacher-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
56 - 58	0	1	1	1.49
53 - 55	1	7	8	11.94
50 - 52	0	3	3	4.48
47 - 49	2	0	2	2.99
44 - 46	0	6	6	8.96
41 - 43	3	5	8	11.94
38 - 40	2	7	9	13.43
35 - 37	1	1	2	2.99
32 - 34	2	4	6	8.96
29 - 31	1	5	6	8.96
26 - 28	1	4	5	7.46
23 - 25	1	3	4	5.97
Not Specified	2	5	7	10.45
Total	**16**	**51**	**67**	**100.00**
Mean	**37.86 yrs.**	**39.93 yrs.**	**39.44 yrs.**	-
SD	**8.67 yrs.**	**10.00 yrs.**	**9.67 yrs.**	-

The mean age of this group of respondent was calculated at 39.44 percent with a SD of 9.67 years.

The data denoted that this group of respondent was in their late 30s and at the prime of their age.

Further, majority of the teacher-respondents were females accounting for 51 or 76.12 percent while the remaining 16 or 23.88 percent were males.

Table 4 discloses the age and sex distribution of the parent-respondents. The table shows that most of the parent-respondents, that is, 20 or 16.67 percent,

were aged between 37-39 years old. It is seconded by the 17 or 14.17 percent who were aged between 40-42 years old, followed by 16 or 13.33 percent who were 46-48 years old; 14 or 11.67 percent were 49-51 years old; 13 or 10.83 percent were 43-45 years old; 11 or 9.17 percent were 34-36 years old; while nine or 7.50 percent were aged between 55-57 years old; eight or 6.67 percent were aged

Table 4

Age and Sex Distribution of the Parent-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
67 - 71	1	0	1	0.83
64 - 68	0	0	0	0.00
61 - 63	3	0	3	2.50
58 - 60	0	5	5	4.17
55 - 57	2	7	9	7.50
52 - 54	1	7	8	6.67
49 - 51	5	9	14	11.67
46 - 48	6	10	16	13.33
43 - 45	2	11	13	10.83
40 - 42	4	13	17	14.17
37 - 39	1	19	20	16.67
34 - 36	0	11	11	9.17
31 - 33	0	2	2	1.67
Not Specified	0	1	1	0.83
Total	**25**	**95**	**120**	**100.00**
Mean	**49.2 yrs.**	**44.37 yrs.**	**45.39 yrs.**	-
SD	7.3 yrs.	7.28 yrs.	7.52 yrs.	-

between 52-54 percent; five or 4.17 percent were between 58-60 years old; three or 2.50 percent were 61-63 years old; two or 1.67 percent were 31-33 years old; and only one or 0.83 percent was between 67-71 years old. The remaining one or 0.83 percent parent-respondent did not disclose her age.

The mean age of the parent-respondents was pegged at 45.39 years old with a SD of 7.52 years.

The data denoted that the parent-respondents were in their early 40s and at the prime of their age.

The same table also revealed that majority of the parent-respondents, that is, 95 or 79.17 percent belonged to the female sex while only 25 or 20.83 percent belonged to the male sex.

Table 5 reveals the age and sex distribution of the LGO-respondents. The table shows that majority of this group of respondents were aged between 43-45 years old accounting for six or 18.75 percent while five or 15.63 percent were aged 49-51 years old; four or 12.50 percent were aged 40-42 years old; three or 9.38 percent, 37-39 years old; two each or 6.25 percent each belonged to the age brackets of 61-63, 55-57, 52-54, and 46-48 years old; and one each or 3.13 percent, 58-60 and 31-33 years old. Of this group of respondents, still four or 12.50 percent did not disclose their age, probably, for secrecy of information.

The mean age of the LGO-respondents was set at 47.07 years old with a SD of 7.66 years.

Table 5

Age and Sex Distribution of the LGO-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
61 - 63	2	0	2	6.25
58 - 60	1	0	1	3.13
55 - 57	2	0	2	6.25
52 - 54	2	0	2	6.25
49 - 51	3	2	5	15.63
46 - 48	1	1	2	6.25
43 - 45	4	2	6	18.75
40 - 42	2	2	4	12.50
37 - 39	2	1	3	9.38
34 - 36	0	0	0	0.00
31 - 33	1	0	1	3.13
Not Specified	3	1	4	12.50
Total	**23**	**9**	**32**	**100.00**
Mean	**48.20 yrs.**	**44.25 yrs.**	**47.07 yrs.**	-
SD	**8.36 yrs.**	**4.92 yrs.**	**7.66 yrs.**	-

The data signified that the LGO-respondents were in their late 40s and too, were at the prime of their age.

Furthermore, majority of the LGO-respondents were males comprising 23 or 48.20 percent. The remaining nine or 44.25 percent were females.

Table 6 reflects the age and sex distribution of non-government official-respondents. From the table, it can be gleaned that two of the 11 respondents or 18.18 percent were aged 58 years old and one each or 9.09 percent was aged 64,

61, 60, 54, 52, 49, 44 and 42 years old. The remaining one respondent or 9.09 percent did not specify her age.

The mean age of this group of respondents was calculated at 54.20 years old with a SD of 7.38 years.

The data signified that this group of respondents was in their early 50s and at the prime of their age.

Table 6

Age and Sex Distribution of the Non-Government Official-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
64	0	1	1	9.09
61	0	1	1	9.09
60	0	1	1	9.09
58	0	2	2	18.18
54	1	0	1	9.09
52	0	1	1	9.09
49	0	1	1	9.09
44	0	1	1	9.09
42	1	0	1	9.09
Not Specified	0	1	1	9.09
Total	**2**	**9**	**11**	**100.00**
Mean	**48.00 yrs.**	**55.75 yrs.**	**54.20 yrs.**	-
SD	**8.49yrs.**	**6.78 yrs.**	**7.38 yrs.**	-

Moreover, majority of the NGO-respondents belonged to the female sex accounting for nine or 55.75 percent and the remaining two respondents or 48.00 percent belonged to the male sex.

Table 7 discloses the age and sex distribution of the prospective employer-respondents. Of the 11 respondents, three or 16.67 percent were aged 52 years old while one each or 5.56 percent each was aged 61, 56, 53, 48, 42, 41, 38, 30, 29, 24 and 22. The remaining four or 22.22 percent held their anonymity by not disclosing their age.

Table 7

Age and Sex Distribution of the Prospective Employer-Respondents

Age (in years)	Sex		Total	Percent
	Male	Female		
61	1	0	1	5.56
56	1	0	1	5.56
53	1	0	1	5.56
52	3	0	3	16.67
48	0	1	1	5.56
42	0	1	1	5.56
41	1	0	1	5.56
38	0	1	1	5.56
30	0	1	1	5.56
29	1	0	1	5.56
24	0	1	1	5.56
22	0	1	1	5.56
Not Specified	1	3	4	22.22
Total	**9**	**9**	**18**	**100.00**
Mean	**49.50 yrs.**	**34.00 yrs.**	**42.86 yrs.**	-
SD	**9.99yrs.**	**10.35 yrs.**	**12.58 yrs.**	-

The calculated mean age of this group of respondents was 42.86 years old with a SD of 12.58 years.

The data revealed that this group of respondents was at their early 40s, active and at the prime of their age.

Further, in terms of sex, this group of respondents had equal number of respondents for both the males and the females or arriving at a 1:1 ratio.

Civil status. Table 8 shows the distribution of the respondents in terms of civil status.

Table 8

Students, Teachers, Parents, LGOs, NGOs and Prospective Employers' Civil Status

Civil Status	Respondents' category											
	Students		Teachers		Parents		LGO		NGO		PE	
	f	%	f	%	f	%	f	%	f	%	f	%
Separated	0	0.00	2	2.99	2	1.67	0	0.00	0	0.00	0	0
Widow/er	0	0.00	4	5.97	13	10.83	0	0.00	0	0.00	0	0
Married	0	0.00	48	71.64	100	83.33	32	100.00	11	100.00	14	77.78
Single	118	100.00	12	17.91	0	0.00	0	0.00	0	0.00	4	22.22
Not Specified	0	0.00	1	1.49	5	4.17	0	0.00	0	0.00	0	0.00
Total	**118**	**100.00**	**67**	**100.00**	**120**	**100.00**	**32**	**100.00**	**11**	**100.00**	**18**	**100.00**

Legend: PE - Prospective Employers
LGO - Local Government Officials
NGO - Non-Government Officials

As revealed in the table, all the 118 student-respondents or 100.00 percent were singles. On the part of the teacher-respondents, majority of them, that is, 48 or 71.64 percent were married while 12 or 17.91 percent were single; four or 5.97 percent were widow/er; two or 2.99 percent were separated and one or 1.49 percent did not specify his or her civil status.

On the part of the parents, 100 out of 129 respondents or 83.33 percent were married while 13 or 10.83 percent were widow/er; two or 1.67 percent were separated and five or 4.17 percent did not disclose their civil status. The same table reveals that as to LGO representatives, all of the 32 respondents or 100.00 percent were married. Similarly, the 11 NGO representatives or 100.00 percent of the respondents in this group were married also.

Further, on the part of the prospective employer-respondents, a good number of them, that is, 14 or 77.78 percent were married while only four or 22.22 percent were single.

Educational attainment. Table 9 presents the distribution of the six groups of respondents in terms of their educational attainment.

The table reveals that the all the 118 student-respondents or 100.00 percent were high school level. On the other hand, the teachers revealed that 44 of them or 65.67 percent were college graduates with MA units while 14 of them or 20.90 percent were college graduates and four or 5.97 percent were masteral graduates. Still, five or 7.46 percent of the teacher-respondents did not specify their educational attainment for unknown reason.

Table 9

Students, Teachers, Parents, LGOs, NGOs, and Prospective Employers' Educational Attainment

Educational Attainment	Respondents' Category											
	Students		Teachers		Parents		LGO		NGO		PE	
	f	%	f	%	f	%	f	%	f	%	f	%
Masteral Grad w/ Ph. D. Units	0	0.00	0	0.00	1	0.83	13	40.63	0	0.00	1	5.56
Masteral Graduate	0	0.00	4	5.97	7	5.83	0	0.00	0	0.00	1	5.56
College Grad w/ MA Units	0	0.00	44	65.67	0	0.00	0	0.00	0	0.00	1	5.56
College Graduate	0	0.00	14	20.90	0	0.00	10	31.25	1	9.09	8	44.44
High School Grad	0	0.00	0	0.00	22	18.33	2	6.25	5	45.45	4	22.22
High Sch. Level	118	100.00	0	0.00	29	24.17	2	6.25	1	9.09	3	16.67
Elem. Grad	0	0.00	0	0.00	18	15.00	1	3.13	0	0.00	0	0.00
Elem. Level	0	0.00	0	0.00	37	30.83	0	0.00	2	18.18	0	0.00
No Schooling	0	0.00	0	0.00	3	2.50	0	0.00	0	0.00	0	0.00
Not Specified	0	0.00	5	7.46	3	2.50	4	12.50	2	18.18	0	0.00
Total	**118**	**100.00**	**67**	**100.00**	**120**	**100.00**	**32**	**100.00**	**11**	**100.00**	**18**	**100.00**

Legend: PE - Prospective Employers
LGO - Local Government Officials
NGO - Non-Government Officials

Further, the parent-respondents revealed that most of them, that is, 37 or 30.83 percent were elementary level while 29 or 24.17 percent were high school level; 22 or 24.17 percent were high school graduates; 18 or 15.00 percent were elementary graduates; seven or 5.83 percent were masteral graduates; three or 2.50 percent signified to have no schooling; and only one or 0.83 percent revealed

to have graduated a masteral degree and proceeded to earn Ph. D. units. The remaining three parent-respondents did not disclose their educational attainment.

Moreover, 13 of the LGO representative-respondents or 40.63 percent were masteral graduates with Ph. D. units while 10 or 31.25 percent were college graduates; two or 6.25 percent each were high school graduates and high school level and one or 3.13 was an elementary graduate. The remaining four LGO representative-respondents or 12.50 percent never specified their educational attainment.

On the part of the NGO representatives, five or 45.45 percent of them were high school graduates while two or 18.18 percent were elementary level and one or 9.09 percent each was a college graduate and a high school level. The remaining two respondents or 18.18 percent did not reveal their educational attainment. The prospective employers manifested that eight of them or 44.44 percent were college graduates while four of them or 22.22 percent were high school graduates; three or 16.67 percent were high school level; one or 5.56 percent was a masteral graduate with Ph. D. units, another one or 5.56 percent was a masteral graduate; and still another one or 5.56 percent was a college graduate with M. A. units.

Work experience. Table 10 depicts the work experience of teacher-respondents. The table shows that most of the teacher-respondents had been working for 1-3 years, that is, 11 or 16.42 percent; eight of them or 11.94 percent

had been working for 4-6 years; while seven or 10.45 had been working for 10-12 years; six or 8.96 percent each for 13-15 and 7-9 years; four or 5.97 percent each for 22-24, 19-21 and 16-18 years; three or 4.48 percent each for 31-33 and 28-30 years and the remaining 11 or 16.42 percent did not specify their work experience.

The mean number of work experience for this group of respondents was calculated at 12.14 years with a SD of 8.94 years.

Table 10

Teacher-Respondents' Work Experience

Work Experience (years)	Total	Percent
31 - 33	3	4.48
28 - 30	3	4.48
25 - 27	0	0.00
22 - 24	4	5.97
19 - 21	4	5.97
16 - 18	4	5.97
13 - 15	6	8.96
10 - 12	7	10.45
7 - 9	6	8.96
4 - 6	8	11.94
1 - 3	11	16.42
Not Specified	11	16.42
Total	**67**	**100.00**
Mean	**12.14 yrs.**	**-**
SD	**8.94 yrs.**	**-**

The data denoted that the teacher-respondents had a quite remarkable work experience already in the teaching profession.

Table 11 reveals the work experience of the parent-respondents. As gleaned from the table, it can be noted that most of them had been working in their respective occupations for 1-5 years accounting for 26 or 21.67 percent; 25 or 2083 percent had been working for 16-20 years while 16 or 13.33 percent for 6-10 years; 12 or 10.00 percent for 11-15 years; seven or 5.83 percent for 26-30 years; six or 5.00 percent for 21-25 years; three, two and one or 2.50 percent, 1.67 percent and 0.83 percent, respectively for 31-35, 46-50 and 36-40 years. The

Table 11

Parent-Respondents' Work Experience

Expeience (in Years)	Total	Percent
46 - 50	2	1.67
41 - 45	0	0.00
36 - 40	1	0.83
31 - 35	3	2.50
26 - 30	7	5.83
21 - 25	6	5.00
16 - 20	25	20.83
11 - 15	12	10.00
6 - 10	16	13.33
1 - 5	26	21.67
NS	22	18.33
Total	**120**	**100.00**
Mean	**14.53 yrs.**	-
SD	**10.66 yrs.**	-

remaining 22 or 18.33 percent did not disclose the number of years they had been working in their respective occupations.

The mean number of work experience in this group of respondents was pegged at 14.53 years with a SD of 10.66 years.

The data denoted that this group of respondents, too, had a remarkable work experience in their respective occupations.

Table 12 presents the work experience of LGO-respondents. From the table, it can be seen that four or 12.50 percent each signified to have been working for 10-12, 7-9 and 4-6 years; three or 9.38 percent for 1-3 years working

Table 12

Local Government Official-Respondents' Work Experience

Work Experience (years)	Total	Percent
28 - 30	1	3.13
25 - 27	0	0.00
22 - 24	1	3.13
19 - 21	2	6.25
16 - 18	0	0.00
13 - 15	2	6.25
10 - 12	4	12.50
7 - 9	4	12.50
4 - 6	4	12.50
1 - 3	3	9.38
Not Specified	11	34.38
Total	**32**	**100.00**
Mean	**10.43 yrs.**	**-**
SD	**7.66 yrs.**	**-**

in the local government; two or 6.25 percent each had been working in the local government for 19-21 and 13-15 years; and one or 3.13 percent each signified to have been working for 28-30 and 22-24 years. However, 11 or 34.38 percent did not specify the number of years they had been working with the local government.

The mean number of work experience of the local government official-respondents was calculated at 10.43 years with a SD of 7.66 years.

The foregoing data denoted that this group of respondents was relatively young in the service being employed in the local government unit.

Table 13 reveals the work experience of non-government official-respondents. The table reveals that of the 11 respondents, one or 9.09

Table 13

Non-Government Official-Respondents' Work Experience

Work Experience (years)	Total	Percent
13	1	9.09
9	1	9.09
7	1	9.09
6	1	9.09
4	1	9.09
Not Specified	6	54.55
Total	**11**	**100.00**
Mean	**7.80 yrs.**	**-**
SD	**3.42 yrs.**	**-**

percent each had been in the service with the non-government office for 13 years, nine years, seven years, six years and four years. The remaining six respondents or 54.55 percent did not disclose the work experience in number of years they had been working with the NGO.

The mean number of work experience in years of the non-government official-respondents was pegged at 7.80 years with a SD of 3.42 years.

The data signified that, like the previous category of respondents, the non-government official-respondents were relatively new in the service as employees of the NGO.

Table 14 presents the work experience of prospective employer-respondents. The table presented that two or 11.11 percent each had been in service for 22 years, six years and two years. One or 5.56 percent each had been working as employer for 19 years, 18 years, 15 years, 11 years, 10 years, eight years, seven years, five years, three years and one year. The remaining two respondents or 11.11 percent never specified their work experience for unknown reason.

The mean work experience of this group of respondents was pegged at 9.81 years with a SD of 7.24 years.

The foregoing data manifested that the prospective employer-respondents had been in their respective business for quite a long time. This work experience

Table 14

Prospective Employer-Respondents' Work Experience

Work Experience (years)	Total	Percent
22	2	11.11
19	1	5.56
18	1	5.56
15	1	5.56
11	1	5.56
10	1	5.56
8	1	5.56
7	1	5.56
6	2	11.11
5	1	5.56
3	1	5.56
2	2	11.11
1	1	5.56
Not Specified	2	11.11
Total	**18**	**100.00**
Mean	**9.81 yrs.**	-
SD	**7.24 yrs.**	-

impliedly aided them in realizing the need for a community college and the relevant course needed in the world of business.

Average monthly income. Tables 15 to 19 present the average monthly income of teacher-, parent-, LGO-, NGO-, and prospective employer-respondents.

Table 15 shows the teacher-respondents' average monthly income. The table shows that of the 67 teacher-respondents, nine of them or 13.43 percent disclosed that they earned income between 14,000 – 15,499; while eight or 11.94 percent earned between 15,500 – 16,999; five or 7.46 percent earned between 20,000 – 21,499; four or 5.97 percent each earned income between 24,500 – 25,999; 17,000 – 18,499, and 9,500 – 10,999; three or 4.48 percent earned less than 8,000; two or 2.99 percent each earned more than 25,999 and between 18,500 –

Table 15

Teacher-Respondents' Average Monthly Income

Income (Php)	Total	Percent
>25,999	2	2.99
24,500 - 25,999	4	5.97
23,000 - 24,499	0	0.00
21,500 - 22,999	0	0.00
20,000 - 21,499	5	7.46
18,500 - 19,999	2	2.99
17,000 - 18,499	4	5.97
15,500 - 16,999	8	11.94
14,000 - 15,499	9	13.43
12,500 - 13,999	0	0.00
11,000 - 12,499	0	0.00
9,500 - 10,999	4	5.97
8,000 - 9,499	1	1.49
< 8,000	3	4.48
Not Specified	25	37.31
Total	**67**	**100.00**
Mean	**Php17,468.96**	-
SD	**Php9,531.68**	-

19,999, and only one or 1.49 percent signified to earn income between 8,000 – 9,499. Twenty-five of them or 37.31 percent did not specify their average monthly income for anonymity.

The mean monthly income earned by the teacher-respondents was calculated at 17,468.96 with a SD of 9,531.68.

The data denoted that the teacher-respondents had an income which they used to finance the basic and educational needs of their family members.

Table 16 reveals the average monthly income of parent-respondents. The table reveals that 23 of the respondents or 19.17 percent earned income between 3,000 – 3,499 while 14 or 11.67 percent each earned income between 2,000 – 2,499 and 1,000 – 1,499; 11 or 9.17 percent earned between 4,000 – 4,499; 10 or 8.33 percent earned income between 5,000 – 5,499; nine or 7.50 percent earned between 500 – 999; six or 5.00 percent earned between 6,000 – 6,499; five or 4.17 percent earned between 1,500 – 1,999; four or 3.33 percent each earned between 3,500 – 3,999 and below 500; three or 2.50 percent each between 7,000 – 7,499 and between 4,500 and 4,999; two or 1.67 percent each greater than 7,499 and between 5,500 – 5,999; and only one or 0.83 percent earned between 2,500 – 2,999. The remaining nine or 7.50 did not disclose their monthly income.

Table 16

Parent-Respondents' Average Monthly Income

Income (in Pesos)	Total	Percent
>7,499	2	1.67
7,000 - 7,499	3	2.50
6,500 - 6,999	0	0.00
6,000 - 6,499	6	5.00
5,500 - 5,999	2	1.67
5,000 - 5,499	10	8.33
4,500 - 4,999	3	2.50
4,000 - 5,999	11	9.17
3,500 - 3,999	4	3.33
3,000 - 3,499	23	19.17
2,500 - 2,999	1	0.83
2,000 - 2,499	14	11.67
1,500 - 1,999	5	4.17
1,000 - 1,499	14	11.67
500 - 999	9	7.50
< 500	4	3.33
Not Specified	9	7.50
Total	**120**	**100.00**
Mean	**Php3,112.07**	-
SD	**Php2,305.06**	-

The mean monthly income of this group of respondents was pegged at 3,112.07 with a SD of 2,305.06. This was far below the family monthly income of 6,273.99 which was the poverty line of 2006 according to National Statistical Coordinating Board (NSCB). It was also suggested that 100 families out of 120

parent respondents or 83.34 percent were below the poverty line based on Philippine poverty line of the year 2006.

The foregoing data suggested that the parent-respondents had a meager income every month which they used to defray the basic and educational needs of the family. If their income was considered, it could suggest that the parent-respondents could hardly make both ends meet.

Table 17 presents the average monthly income of local government official-respondents. It can be gleaned from the table that seven or 21.88 percent

Table 17

Local Government Official-Respondents' Average Monthly Income

Income (In Pesos)	Total	Percent
40,000.00	4	12.50
34,000.00	5	15.63
30,632.00	7	21.88
28,575.00	2	6.25
28,000.00	1	3.13
25,000.00	1	3.13
22,000.00	1	3.13
20,000.00	3	9.38
15,000.00	1	3.13
12,000.00	1	3.13
Not Specified	6	18.75
Total	**32**	**100.00**
Mean	**Php29,368.23**	-
SD	**Php7,532.54**	-

disclosed to earn average monthly income of 30,632 while five or 15.63 percent earned 34,000; four or 12.50 percent earned 40,000; three or 9.38 percent earned 20,000; two or 6.25 percent earned 28,575, and one or 3.13 percent each earned monthly income of 28,000, 25,000, 22,000, 15,000 and 12,000. Six of them or 18.75 percent did not specify their average monthly income.

The mean monthly income of the LGO-respondents was calculated at 29,368.23 with a SD f 7,532.54.

The foregoing data suggested that the LGO-respondents had a regular monthly income earned being local government officials. Looking at the figure, it can be denoted that they earned remarkable income which could let them live in luxury, that is, aside from the basic and educational needs of the family members, they could provide other amenities for their convenience.

Table 18 shows the average monthly income of NGO-respondents. The table shows that this group of respondents disclosed to earn different monthly income. One or 9.09 percent each earned incomes of 65,000; 15,000; 12,000; 10,000; 9,000; 8,000; 6,000; 5,000; 3,000, and 1,500. The remaining one respondent or 9.09 percent did not specify his or her average monthly income.

The mean monthly income of the NGO-respondents was calculated at 13,450 with a SD of 18,565.87.

The data denoted that this group of respondents had a regular income earned in their employment with the NGO. Their income was used to finance the basic, educational and other needs of the members of their respective family.

Table 18

NGO-Respondents' Average Monthly Income

Income (Php)	Total	Percent
65,000.00	1	9.09
15,000.00	1	9.09
12,000.00	1	9.09
10,000.00	1	9.09
9,000.00	1	9.09
8,000.00	1	9.09
6,000.00	1	9.09
5,000.00	1	9.09
3,000.00	1	9.09
1,500.00	1	9.09
Not Specified	1	9.09
Total	**11**	**100.00**
Mean	**Php13,450.00**	-
SD	**Php18,565.87**	-

Table 19 discloses the average monthly income of prospective employer-respondents. From the table, it can be noted that two or 11.11 percent each of the respondents earned income of 20,000, 10,000, 7,000 and 6,500; and one or 5.56 percent each earned 25,000, 15,000, 9,000, 8,000 and 5,000. Five of the respondents or 27.78 percent never disclosed their average monthly income.

Table 19

Prospective Employer-Respondents' Average Monthly Income

Income (Php)	Total	Percent
25,000.00	1	5.56
20,000.00	2	11.11
15,000.00	1	5.56
10,000.00	2	11.11
9,000.00	1	5.56
8,000.00	1	5.56
7,000.00	2	11.11
6,500.00	2	11.11
5,000.00	1	5.56
Not Specified	5	27.78
Total	**18**	**100.00**
Mean	**Php11,461.54**	-
SD	**Php6,420.87**	-

The mean monthly income of the prospective employer-respondents was pegged at 11,461.54 with a SD of 6,420.87.

The data denoted that, like the other categories of respondents, this group of respondents, too, had a regular income which they used for their family members in meeting their basic, educational and other needs.

Occupation of parents. Table 20 shows the occupation of parents. It can be gleaned from Table 19 that by occupation, 80 of them or 66.67 percent were farmers while 11 or 9.17 percent were housewives; five or 4.17 percent were

Table 20

Parent-Respondents' Occupation

Career Choices	Total	Percent
Vendor	1	0.83
Therapist	1	0.83
Tailor	1	0.83
Sar-sari Store owner	1	0.83
Farmer	80	66.67
Housewife	11	9.17
Housemaid	2	1.67
Teacher	5	4.17
Driver	4	3.33
Housemaid/Farmer	2	1.67
Laborer/Farmer	2	1.67
Dressmaker/Farmer	2	1.67
Carpenter/Farmer	1	0.83
Computer Programmer Analyst	1	0.83
Brgy. Official/Dressmaker	1	0.83
Not specified	5	4.17
Total	**120**	**100.00**

teachers; four or 3.33 percent were drivers; two or 1.67 percent each were housemaids, housemaid/farmer, laborer/farmer, and dressmaker/farmer; and one or 0.83 percent each were vendor, therapist, tailor, sari-sari store owner, carpenter/farmer, computer programmer analyst and barangay official/dressmaker. Still five of them or 4.17 percent did not disclose their occupation.

The foregoing data denoted that the parent-respondents had a gainful occupation which served as their bread and butter, the main source of their monthly income.

Attitude towards college education. Table 21 presents the attitude of the respondents of the study, namely: students; teachers; parents; LG officials; NG officials, and prospective employers, towards college education. Ten attitude statements were considered in this study.

Taken as a whole, the student, teacher, parent respondents "agreed" with the attitude statement indicators towards college education being manifested by their respective grand weighted mean of 4.26, 4.48, and 4.38 respectively denoting that these group of respondents had "highly favorable" attitude towards college education.

Moreover, taken as a whole, the LGO, NGO and prospective employer respondents "strongly agreed" on the attitude statement indicators towards college education being manifested by their respective grand weighted mean of 4.59, 4.60, and 4.54 respectively being interpreted as "extremely favorable" attitude towards college education.

Taken as a whole the respondents of the study "agreed" with the attitude indicators towards college education as supported by the grand weighted mean of 4.47. This suggested that the respondents of this study manifested "highly favorable" attitude towards college education.

Table 21

Student-, Teacher-, Parent-, Local Government Official-, Non-Government Official and Prospective Employer-Respondents' Attitude Towards College Education

	Attitudes	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_w$ /Interpretation	$\bar{X}_w$ /Interpretation	$\bar{X}_w$ /Interpretation	$\bar{X}_w$ /Interpretation	$\bar{X}_w$ /Interpretation	$\bar{X}_w$ /Interpretation		
1	I am desiring that all my children get college education.	4.61 SA	4.97 SA	4.76 SA	4.84 SA	5.00 SA	5.00 SA	4.86	SA
2	I will do everything in my power to send my children to college.	4.58 SA	4.95 SA	4.55 SA	4.78 SA	5.00 SA	4.82 SA	4.78	SA
3	I believe college education is important for my children's future.	4.72 SA	4.95 SA	4.82 SA	4.75 SA	5.00 SA	4.94 SA.	4.86	SA
4	I believe college education is a way and means to improve our standard of living.	4.55 SA	4.88 SA	4.71 SA	4.81 SA	5.00 SA	4.88 SA	4.81	SA
5	I understand that my children are interested to pursue college education but which is far and beyond our reach and means.	4.04 A	4.39 A	4.28 A	4.65 SA	4.91 SA	4.31 A	4.43	A
6	I always give lessons about the importance of college education to my children.	4.34 A	4.82 A	4.68 SA	4.74 SA	5.00 SA	4.82 SA	4.73	SA
7	I wish there were any college establishment in our area for my children to be able to enroll.	4.41 A	4.73 A	4.67SA	4.63 SA	5.00 SA	4.94 SA.	4.73	SA
8	I understand how to help prepare my child for college.	4.25 A	4.83 A	4.34 A	4.76 SA	4.91 SA	4.88 SA	4.66	SA
9	I believe college education is not only for the rich but also for the poor ones who wishes to study.	4.67 SA	4.89 A	4.78 SA	4.71 SA	5.00 SA	4.82 SA	4.81	SA
#	I believe that my child needs high school education only.	2.41 D	1.37 DS	2.17 D	3.23 NS	1.18 SD	1.94 D	2.05	D
	Total	42.58	44.78	43.76	45.90	46.00	45.35	44.73	-
	Grand Mean	4.26 A	4.48 A	4.38 A	4.59 SA	4.60 SA	4.54 SA	4.47	A

Legend: 4.51 - 5.00 Strongly Agree (SA) 1.51 - 2.50 Disagree (D)
3.51 - 4.50 Agree (A) 1.00 - 1.50 Strongly Disagree (SD)
2.51 - 3.50 Not Sure (NS)

Attitude towards establishment of a community college. Table 22 discloses the attitude of the five groups of respondents, namely: students, teachers, parents, LGO, NGO and prospective employers, relative to the establishment of a community college. There were 10 attitude statements identified in this study.

Table 22 presents the attitude of the students towards the establishment of a community college in the area. From the table, taken as a whole, the students and their parents "agreed" with the attitude statements towards the establishment of a community college as shown by their respective grand weighted mean of 4.35 and 4.44 respectively. This suggested that the students and their parents showed "highly favorable" attitude towards the establishment of a community college in their area.

Table 22, also, reveals the attitude of the teachers, LGO, NGO, and prospective employer towards the establishment of a community college. They "strongly agreed" with the attitude statements towards the establishment of a community college in their area. This was manifested by their respective grand weighted mean of 4.76, 4.64, 4.96 and 4.74 indicating that these groups of respondents had "extremely favorable" attitude towards the establishment of a community college in their area.

Table 22

Student-, Teacher-, Parent-, Local Government Official-, Non-Government Official/Prospective Employee-Respondents' Attitude Towards Establishment of a Community College

	Attitude	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO/PE	PE		
		$\bar{X}_w$ /Interpretation	$\bar{X}_w$ /Interpretation	$\bar{X}_w$ /Interpretation	$\bar{X}_w$ /Interpretation	$\bar{X}_w$ /Interpretation	$\bar{X}_w$ /Interpretation		
1	I would be very happy and appreciative if a community college will be established near our home.	4.50 A	4.76 SA	4.53 SA	4.79 SA	5.00 A	4.88 SA	4.74	SA
2	I would be supportive of the local government if it will give my child access to college education.	4.41 A	4.77 SA	4.24 A	4.69 SA	5.00 A	4.71 SA	4.64	SA
3	I believe that high school grad valued most to have community college in the area.	4.27 A	4.77 SA	4.29 A	4.63 SA	4.91 SA	4.65 SA	4.59	SA
4	I am so encouraged to exert more effort to earn a living and to save for my children's college education.	4.47 A	4.86 SA	4.48 A	4.63 SA	4.91 SA	4.76 SA	4.69	SA
5	I believe high school graduates will no longer leave for other places. They would rather stay and enroll to continue their college education.	4.20 A	4.60 SA	4.50 A	4.59 SA	5.00 SA	4.71 SA	4.60	SA
6	I feel that the establishment of a community college in our area will enhance the socio-economic status of every barangay.	4.18 A	4.78 SA	4.40 A	4.56 SA	4.91 SA	4.76 SA	4.60	SA
7	I believe if a community college will be established in our area it will positively influence the students to pursue college education.	4.38 A	4.82 SA	4.52 SA	4.59 SA	4.91 SA	4.94 SA	4.69	SA

Table 22 continued

	Attitude	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO/PE	PE		
		$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation		
8	I feel that high school grad would be very excited and interested to enroll in college.	4.54 SA	4.76 SA	4.57 SA	4.63 SA	5.00 SA	4.59 SA	4.68	SA
9	I will have to prioritize my children's college education than material welfare at home.	4.19 A	4.82 SA	4.56 SA	4.63 SA	5.00 SA	4.71 SA	4.65	SA
10	I would recommend myself to take part in the establishment of a community college.	4.31 A	4.63 SA	4.34 A	4.63 SA	5.00 SA	4.65 SA	4.59	SA
	Total	43.45	47.57	44.43	46.37	49.64	47.36	46.47	-
	Grand Mean	4.35 A	4.76 SA	4.44 A	4.64 SA	4.96 SA	4.74 SA	4.65	SA

Legend: 4.51 - 5.00 Strongly Agree (SA)
3.51 - 4.50 Agree (A)
2.51 - 3.50 Not Sure (NS)
1.51 - 2.50 Disagree (D)
1.00 - 1.50 Strongly Disagree (DS)

Finally, Table 22 presents the attitude of the respondents, regardless of their category, towards the establishment of a community college. The table shows that the respondents "strongly agreed" with all identified attitude statements with weighted means ranging from 4.59 to 4.74. Taken as a whole, the respondents rated "strongly agree" on the attitude statement towards the establishment of a community college. This was manifested by the grand weighted mean of 4.65 which suggested that the respondents had an "extremely favorable" attitude towards the establishment of a community college.

Expectations relative to the establishment of a community college. Table 23 reveals the expectations of the five groups of respondents relative to the establishment of a community college. Ten expectation-statements were identified in this particular study relative to the establishment of a community college.

Table 23 reveals the expectations of students relative to the establishment of a community college. As seen in the table this category of respondents ranked expectation number 4 as the highest expectation (rank 1) corresponding to the indicator stating, "the cost of basic needs such as food, water, clothing, board and lodge is much less when the community college is established in our area." On the other hand, the lowest expectation manifested by the students corresponded to indicator number 1 (rank 10) stating, "the community college is an easy access to college education."

Moreover, the teachers expressed also their expectations relative to the establishment of a community college, as revealed by Table 23. In their assessment, they considered indicator number 4 as the highest expectation while indicator number 10 was their lowest expectation stating: "the cost of basic needs such as food, water, clothing, board and lodge is much less when the community college is established in our area;" and "we expect that this community college is not biased in favor of the rich, urban, high income students and communities," respectively.

Table 23

Student-, Teacher-, Parent-, Local Government Official-, Non-Government Official/Prospective Employer-Respondents' Expectations Relative to the Establishment of a Community College

	Indicators	Respondents' Category						Overall Rank
		Students	Teachers	Parents	LGO	NGO	PE	
		Rank	Rank	Rank	Rank	Rank	Rank	
1.	The community college is an easy access to college education.	10	3	4	2	1	7.5	3
2.	High school graduates can pursue their chosen career and dream.	2	2	2	1	2	10	1.5
3.	Many high school graduates may no longer leave for the cities to pursue their chosen career.	7	4	3	5	3	7.5	4
4.	The cost of basic needs such as food, water, clothing, board and lodge is much less when the community college is established in our area.	1	1	1	3	4	9	1.5
5.	The college education that is to be established shall offer courses that are occupation oriented which address the development needs of the community.	4	6	6	6	5	6	5
6.	The people in the service area would expect growth not only in education but also in socio-economic status, health consciousness, micro industry and business, etc.	5	7	9	7	6	4.5	8
7.	Students after class hours can go home everyday and help other household chores.	6	9	8	8	7	2	9
8.	Parents and students expect low expenses in the established community college.	8	5	7	4	8	4.5	6
9.	We are assured of the safety of our children enrolled at the nearest community college in our area.	3	8	5	9	9	3	7
10.	We expect that the community college is not biased in favor of the rich, urban, high income students and communities.	9	10	10	10	10	1	10

Legend: LGO - Local Government Officials; NGO - Non-Government Officials; PE - Prospective Employers

1 - highest expectations; 10 - lowest expectations

Further, Table 23 shows the expectations of the parents relative to the establishment of a community college. Again, similar to the foregoing group of respondents, this group also considered indicator number 4 as the highest expectation while indicator number 10 was their lowest expectation stating: "the cost of basic needs such as food, water, clothing, board and lodge is much less when the community college is established in our area;" and "we expect that this community college is not biased in favor of the rich, urban, high income students and communities," respectively.

Likewise, Table 23 presents the expectations of the LGO-respondents relative to the establishment of a community college. From the table, it can be noted that this group of respondents considered indicator number 2 as their highest expectation corresponding to the statement stating, "my children can pursue their chosen career and dream," while indicator number 10 was their lowest expectation stating, "we expect that the community college is not biased in favor of the rich, urban, high income students and communities.

Furthermore, Table 23 shows the expectations of the NGO-respondents relative to the establishment of a community college. In the table, it can be gleaned that this category of respondents considered indicator number 1 as their highest expectation, corresponding to the statement stating, "the community college is an access to college education and indicator number 10 as their lowest expectation corresponding to the statement stating, "we expect that the community college is not biased in favor of the rich, urban, high income students and communities."

Too, Table 23 presents the expectations of prospective employers relative to the establishment of a community college. The table shows that this group of respondents considered item number 10 as their highest expectation, stating: "we expect that the community is not biased in favor of the rich, urban, high income students and communities." On the other hand, indicator number 2 was their lowest expectation relative to the establishment of a community college. This indicator corresponded to the item stating, "my children can pursue their chosen career and dream."

Finally, Table 23 reveals the expectations of the respondents, regardless of their category. Indicators numbers 2 and 4 (rank 1.5) obtained their highest expectations corresponding to the following statements: "my children can pursue their chosen career and dream," and "the cost of basic needs such as food, water, clothing, board and loge is much less when the community college is established in our area." The lowest expectation was expressed in item number 10 stating, "we expect that the community college is not biased in favor of the rich, urban, high income students and communities."

Profile of Respondent-Barangays

Tables 24 to 30 present the profile of respondent barangays in terms of population, annual income, sources of income/revenues, employment status, economic activities and facilities, to include site availability.

Population. Table 24 presents the profile of the respondent-barangays in terms of population. From the table, it can be gleaned that the respondent-barangays posted differences in population. One barangay each or 5.56 percent

Table 24

Profile of the Respondent-Barangays in Terms of Population

Population	Total	Percent
2518	1	5.56
2463	1	5.56
2234	1	5.56
1907	1	5.56
1802	1	5.56
1490	1	5.56
1356	1	5.56
1267	1	5.56
1211	1	5.56
1161	1	5.56
1041	1	5.56
1000	1	5.56
880	1	5.56
586	1	5.56
578	1	5.56
577	1	5.56
502	1	5.56
250	1	5.56
Total	**18**	**100.00**
Mean	**1268**	-
SD	**686**	-

Source. MIMAP-CBMS FORM2/Barangay Profile Questionnaire/ Paranas Ecological Profile, Municipal Planning and Development Council, 2010

had a population of 2518, 2463, 2234, 1907, 1802, 1490, 1356, 1267, 1211, 1161, 1041, 1000, 880, 586, 578, 577, 502, and 250.

The mean population of the respondent-barangays was calculated at 1268 persons with a SD of 686 persons.

Annual income. Table 25 discloses the profile of the respondent-barangays in terms of annual income. Table 25 discloses that one of the respondent barangays or 5.56 percent each earned income of 1,440,000; 1,370,000; 1,064,000; 967,000; 960,000; 908,225.39; 900,000; 856,000; 850,000; 847,000; 821,000; 772,000; 737,463.58; and 720,000. The remaining four respondent-barangays or 22.22 percent did not disclose their annual income.

The mean annual income of the respondent-barangays was pegged at 846,004.21 with a SD of 301,542.06.

The foregoing data denoted that the respondent-barangays had an income raised to defray its administrative and operational expenses as the lowest local government unit of the country.

Sources of income/revenues. Table 26 presents the sources of income/ revenues of the respondent-barangays. From the table, it can be gleaned that the main sources of income/revenues of the barangay-respondents were contribution and donations, and fund-raising activities where 17 or 94.44 percent each signified as their source while taxes on

Table 25

Profile of the Respondent-Barangays in Terms of Annual *Income*

Annual Income	Total	Percent
1,440,000.00	1	5.56
1,370,000.00	1	5.56
1,064,000.00	1	5.56
967,000.00	1	5.56
960,000.00	1	5.56
908,225.39	1	5.56
900,000.00	1	5.56
856,000.00	1	5.56
850,000.00	1	5.56
847,000.00	1	5.56
821,000.00	1	5.56
772,000.00	1	5.56
737,463.58	1	5.56
720,000.00	1	5.56
Not Specified	4	22.22
Total	**18**	**100.00**
Mean	**Php846,004.21**	-
SD	**Php301,542.06**	-

stores or retailers with fixed business establishment served as the next source of income/revenues wherein 15 or 83.33 percent signified. Thirteen or 72.22 percent disclosed that they sourced out their income/revenues from fees from the issuance of barangay clearance for any business or activities located or conducted within the territorial jurisdiction of the barangay; nine or 50.00

percent each sourced out funds from service fees for the use of barangay owned properties or service facilities such as palay, copra and tobacco dryers, sound system, multi-purpose hall, etc. and charges on places of recreation which charge admission

Table 26

Profile of the Respondent-Barangays in Terms of Sources of Income/Revenues

	Sources of Income	f	Percent
1	Taxes on stores or retailers with fixed business establishment	15	83.33
2	Service fees for the use of barangay owned properties or service facilities such as palay, copra and tobacco dryers, soud system, multi-purpose hall, etc.	9	50.00
3	Fees for the issuance of a barangay clearnce for any business or activity located or conducted within the terretorial jurisdiction of the barangay.	13	72.22
5	Cockfights and cockpits	8	44.44
6	Charges on on places of recreation which charge admission fees	9	50.00
7	Billboards, signboards, neon signs and outdoor advertisement	1	5.56
9	Contribution and donations	17	94.44
12	fund-raising activities	17	94.44

Source:

fees. Eight or 44.44 percent sourced their funds from cockfights and cockpits and one or 5.56 percent from billboards, signboards, neon signs and outdoor advertisement.

The foregoing data signified that the barangay had several means of sourcing out their income/revenues as provided by the local taxation law and by the local government code.

Employment status. Table 27 provides information regarding the profile of respondent-barangays in terms of employment status of its constituents. It can be noted from the said table that 17 of the barangays or 94.44 percent each signified that the major employment of their constituents were as construction workers (mason, steel man, laborer, etc.) and government service

Table 27

Profile of the Respondent-Barangays in Terms of Employment Status

	Sources of Income	f	Percent	Rank
1	Agriculture (Farm)	16	88.89	3.5
2	Construction Worker (Mason, Steel Man, Laborer, etc)	17	94.44	1.5
3	Forestry (Forest guard, Forester, Logger)	13	72.22	8.5
4	Fishery	3	16.67	10.5
5	Government Service (Teacher, Brgy. Officials, Others)	17	94.44	1.5
6	Livestock and husbandry	13	72.22	8.5
8	Mining	3	16.67	10.5
9	Pensioners	15	83.33	5.5
10	Small-scale business (rattan, bamboo, bakery, etc.)	14	77.78	7
11	Self occupation	15	83.33	5.5
12	Transport business	16	88.89	3.5

(teachers, barangay officials, others) while 16 or 88.89 percent each in agriculture (farm) and transport business; 15 or 83.33 percent each as pensioners and self-occupation; 14 or 77.78 percent as small-scale business (rattan, bamboo, bakery, etc.); 13 or 72.22 percent each as forestry (forest guard, forester, logger) and livestrock and husbandry; and three or 16.67 percent each in fishery and mining.

Economic activities. Table 28 reveals the different economic activities conducted by the barangay-respondents. Thirteen of the barangays or 72.22

Table 28

Profile of the Respondent-Barangays in Terms of Economic Activities

	Economic Activities	f	Percent
1	Weekly market (tabo)	6	33.33
2	Beauty Shop	3	16.67
3	Internet and computer shop	3	16.67
4	Coconut shell buying and selling business	13	72.22
5	Copra buying and selling business	13	72.22
6	Shops (Auto, Motor,, Vulcanizing, etc.)	13	72.22
7	Rattan, bamboo products station	12	66.67
8	Construction material such as sand, grava, pebbles cements, steel bars, etc.)	11	61.11
9	Bakery	5	27.78
10	Foods and catering services	9	50.00
11	Wholesale and retailing stores	12	66.67
12	Food millers	2	11.11
13	Abacca buying and selling	12	66.67
14	Commercial water shop	5	27.78
15	Print, arts, xerox copier center	6	33.33

percent had the following activities: coconut shell buying and selling business; copra buying and selling business; and shops (auto, motor, vulcanizing, etc.); 12 or 66.67 percent each, rattan, bamboo products station; wholesale and retailing stores; and abacca buying and selling; 11 or 61.11 percent, construction material such as sand, grava, pebbles, cements, steel bars, etc.; nine or 50.00 percent, foods and catering services; six or 33.33 percent each, weekly market (tabo) and print, arts, Xerox copier center; five or 27.78 percent, commercial water shop; three or 16.67 percent each, beauty shop and internet and computer shop; and two or 11.11 percent, food millers.

The foregoing data denoted that there were several activities or opportunities that operated in the barangay that generated income for it through the different taxes and revenues as provided for by the law.

Facilities including site availability. Table 29 provides the profile of the respondent barangays in terms of facilities including site availability. The table discloses that the following facilities were available in 17 barangays or 94.44 percent of the respondent-barangays: maintenance of barangay roads and bridges, water supply systems; health and daycare centers; canal, drainage; multi-purpose hall and compost pit, thrash can, etc. while the following were available in the 16 or 88.89 percent respondent-barangays: administration and maintenance of katarungang pambarangay; multi-purpose pavement, plaza and maintenance of electric post lightings; in 15 or 83.33 percent of the respondent-

Table 29

Profile of the Respondent-Barangays in Terms of Facilities Include Site Availability

	Economic Activities	f	Percent
1	Site for the proposed community college	8	44.44
2	stations for collection and buying agricultural products, etc.	9	50.00
3	administration and maintenance of Katarungang Pambarangay	16	88.89
4	Maintenance of barangay roads and bridges, water supply systems	17	94.44
5	information and reading centers	7	38.89
6	Internet, computer for communication	4	22.22
7	Health and daycare centers	17	94.44
8	Canal, drainage	17	94.44
9	Public market	10	55.56
10	Mult-purpose hall	17	94.44
11	Multi-purpose pavement, plaza	16	88.89
12	compost pit, trash can, etc.	17	94.44
13	Maintenance of electric post lightings	16	88.89
14	Sports center	15	83.33
15	Telephone	1	5.56
16	Telecommunication tower	2	11.11

barangays, sports center were available; while public market was available in 10 or 55.56 percent of the respondent-barangays.

Other available facilities in the barangay included the following stations for collection and buying agricultural products, site for the proposed community

college, information and reading centers, internet, computer for communication, telecommunication tower and telephone.

Number of high school graduates for the past five years. Table 30 reveals the number of high school graduates in the respondent-barangays for the past five years. The table shows that in the school year 2005-2006, the average number of high school graduates posted at 53.14 with a SD of 49.81 while in

Table 30

Respondent-Barangays' Number of High School Graduates for the Past Five Years

Barangay/School Code	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010	
	f	%	f	%	f	%	f	%	f	%
1	85	22.85	96	21.33	94	24.67	118	18.64	92	15.28
2	41	11.02	58	12.89	31	8.14	79	12.48	76	12.62
3	16	4.30	32	7.11	20	5.25	28	4.42	24	3.99
4	20	5.38	22	4.89	22	5.77	25	3.95	33	5.48
5	0	0.00	0	0.00	0	0.00	0	0.00	48	7.97
6	66	17.74	56	12.44	55	14.44	81	12.80	81	13.46
7	144	38.71	186	41.33	159	41.73	302	47.71	248	41.20
Total	**372**	**100.00**	**450**	**100.00**	**381**	**100.00**	**633**	**100**	**602**	**100.00**
Mean	**53.14**	**-**	**64.29**	**-**	**54.43**	**-**	**90.43**	**-**	**86.00**	**-**
SD	**49.81**	**-**	**61.77**	**-**	**55.15**	**-**	**101.73**	**-**	**75.83**	**-**

Source: DepEd EMIS, Samar Division

school year 2006-2007, the mean was 64.29 with a SD of 61.77; school year 2007-2008, the mean was 54.43 with a SD of 55.15; school year 2008-2009, the mean was 90.43 with a SD of 101.73 and in school year 2009-2010, the average number of graduates was 86 with a SD of 75.83.

The foregoing data denoted that in every turn of school year at least there were high school students who graduated from the secondary level and ready to enter the collegiate level.

Profile of Respondent-Municipalities

Table 31-36 present the profile of the respondent-municipalities in terms of physical resources, human resources and financial resources.

Physical resources. It can be gleaned from the aforecited table that in terms of agriculture and fishery extension, four or 22.22 percent each of the respondent municipalities had the following: 1) dispersal of livelihood and poultry, fingerlings, other seeding materials for agriculture; 2) seed farms for palay, vegetables; medicinal plant gardens; seeding nurseries for fruit trees, coconuts, crops, demonstration farms; and 3) water and soil resource utilization and conservation projects. Three or 16.67 percent each had the following: 1) cooperatives for quality control of copra, improvements and development of local distribution channels; and 2) interbarangay irrigation system. Two or 11.11 percent had enforcement of fishery laws in municipal waters, including conservation of mangroves.

Table 31

Profile of the Respondent-Municipalities in Terms of Physical Resources

	Physical Resources	f	Percent
A.	**Agriculture and Fishery Extension**		
1	dispersal of livelihood and poultry, fingerlings, other seding materials for agriculture;	4	22.22
2	seed farms for palay, vegetables; medicinal plant gardens; seedling nurseries for fruit trees, coconuts, crops, demonstration farms	4	22.22
3	cooperatives for quality control of copra, improvements and development of local distribution channels;	3	16.67
4	interbarangay irrigation system;	3	16.67
5	water and soil resource utilization and conservation projects;	4	22.22
6	enforcement of fishery laws in municipal waters, including conservation of mangroves;	2	11.11
B	**Community-based forestry projects:**		
1	integrated social forestry programs and similar projects;	3	16.67
2	management and control of communal forests;	4	22.22
3	establishment of tree parks, greenbelts, and similar forest development projects;	3	16.67
C	**Health services**		
1	primary health care programs and projects;	4	22.22
2	maternal and child care;	4	22.22
3	communicable and non-communicable disease control services;	3	16.67
4	access to secondary and tertiary health services;	2	11.11
5	purchase of medicines, medical supplies and equipment needed to carry out the devolved health services.	4	22.22
D	**Social welfare services**		
1	youth and children welfare programs and projects such as 4 Ps etc.	4	22.22
2	programs and projects for family, community, women, elderly and disabled	1	5.56
3	rehabilitation programs for vagrants, beggars, street childres, scavengers, juvenile deliquents, and victims of drug abuse;	0	0.00

Table 31 continued

		Physical Resources	f	Percent
	4	livelihood and other pro-poor projects;	3	16.67
	5	nutrition services;	3	16.67
	6	family planning services.	4	22.22
E		**Information services**		
	1	investment and job placement information system;	1	5.56
	2	tax and marketing information system;	2	11.11
F.		**Solid waste disposal or environmental management system**		
	1	waste disposal site	4	22.22
	2	street sweepers	4	22.22
	3	vehicle for waste disposal	4	22.22
	4	container for biodegradable and non-biodegradable wastes	3	16.67
G.		**Infrastructure facilities**		
	1	municipal roads and bridges;	3	16.67
	2	school buildings and other facilities for public elementary and Secondary Schools;	4	22.22
	3	available site for the proposed community college;	3	16.67
	4	clinics, health centers, and other facilities necessary to carry out health services;	4	22.22
	5	communal irrigation, small water impounding projects, and other similar projects;	2	11.11
	6	fish ports;	0	0.00
	7	artesian wells, spring development, rainwater collectors, and water supply system;	4	22.22
	8	seawalls, dikes, drainage and sewerage, and flood control;	3	16.67
	9	traffic signals and road signs; and	1	5.56
H		**Municipal public markets;**	4	22.22
K		**Municipal cemeteries**	4	22.22
L		**Tourism facilities**	2	11.11
M		**Police station**	4	22.22
N		**Fire Station**	3	16.67
O		**Municipal jail**	3	16.67

Along community-based forestry projects, four respondent-municipalities or 22.22 percent enforced management and control of communal forests, and

three or 16.67 percent each had the following: 1) integrated social forestry programs and similar projects; and 2) establishment of tree parks, greenbelts, and similar forest development projects.

Along health services, four or 22.22 percent each had the following: 1) primary health care programs and projects; 2) maternal and child care; and 3) purchase of medicines, medical supplies and equipment needed to carry out the developed health services, three or 16.67 percent implement communicable and non-communicable disease control services, and two or 11.11 percent had access to secondary and tertiary health services.

In terms of social welfare services, four or 22.22 percent each had youth and children welfare and projects such as 4Ps, etc. and family planning services while three or 16.67 percent each had livelihood and other pro-poor projects; and nutrition services, and one or 5.56 percent had programs and projects for family, community, women, elderly and disabled. None of the respondent-municipalities had implemented rehabilitation programs for vagrants, beggars, street children and scavengers.

In terms of information services, two or 11.11 percent had tax and marketing information system and only one or 5.56 percent had investment and job placement information system.

As to solid waste disposal or environmental management system, four or 22.22 percent each the following resources: 1) waste disposal site; 2) street

sweepers; and 3) vehicle for waste disposal, and three or 16.67 percent had container for biodegradable and non-biodegradable wastes.

As to infrastructure facilities, four or 22.22 percent each had the following: 1) school buildings and other facilities for public elementary and secondary schools; 2) clinics, health centers, and other facilities necessary to carry out health services, and 3) artesian wells, spring development, rainwater collectors, and water supply system; while three or 16.67 percent each had the following: 1) municipal roads and bridges; 2) available site for the proposed community college; and 3) seawalls, dikes, drainage and sewerage, and flood control; two or 11.11 percent had communal irrigation, small water impounding projects, and other similar projects; and one or 5.56 percent had traffic signals and road signs.

Other physical resources in the respondent-municipalities included the following: municipal public markets, four or 22.22 percent; municipal cemeteries, four or 22.22 percent; tourism facilities, two or 11.11 percent; police station, four or 22.22 percent; fire station, three or 16.67 percent, and municipal jail, three or 16.67 percent.

The foregoing data signified that the respondent-municipalities had available physical resources which in a way or the other could support the establishment of a community college in their respective municipalities.

Human resources. Tables 32 to 34 reveal the human resources profile of the respondent-municipalities in terms of population and manpower.

Table 31 presents the population of the respondent municipalities as of 2010. It can be seen in the said table that municipality 1 had a population of 27864 (46.16 percent) while municipality 3 had 13549 (22.45 percent); municipality 4, had 12133 (20.10 percent) and municipality 2, had 6814 (11.29 percent).

Table 32

Human Resources of the Respondent-Municipalities in Terms of the (2010) Population

Municipality Code	f	Percent
1	27864	46.16
2	6814	11.29
3	13549	22.45
4	12133	20.10
Total	**60,360**	**100.00**
Mean	**15,090**	-
SD	**8996**	-

Source: National Statistical Coordination Board 2009/ The Countryside In Figure, Samar

The mean population of the respondent-municipalities posted at 15,090 persons with a SD of 8,996 persons.

Table 33, presents the disaggregation of the population by school age per school year 2008-2009. From the table, it can be gleaned that municipality 1 had the following population by school age: elementary, 5288 while high school, 2041

Table 33

Human Resources of the Respondent-Municipalities in Terms of the (SY 2008-2009) Population

Mun. Code	Elem. Sch.	High Sch.	School Aged	Total	Percent
1	5288	2041	7329	14658	42.99
2	1225	191	1416	2832	8.31
3	3071	1217	4288	8576	25.15
4	2563	1452	4015	8030	23.55
Total	**12147**	**4901**	**17048**	**34096**	**100.00**
Mean	**3037**	**1225**	**4262**	**8524**	-
SD	**1691**	**772**	**2420**	**4840**	-

Source: DepEd EMIS, Samar Division

and school age (which may be in or out of school), 7,329 for a total of 14658 or 42.99 percent; municipality 3: elementary, 3071 while high school, 1217 and school age 4288 for a total of 8576 or 25.15 percent; municipality 4: elementary, 2563 while high school 1452 and school age 4015 for a total of 8030 or 23.55 percent; and municipality 2: elementary, 1225 while high school, 191 and school age, 1416 for a total of 2832 or 8.31 percent.

The mean population by school age disaggregation was: elementary, 3037 with a SD of 1691 while high school, 1225 with a SD of 772 and school age, 4262 with a SD of 2420 for a total mean school age population of 8524 with a SD of 4840.

The foregoing data denoted that several people would be benefited by the community college that would be established in the municipality. Aside from its access to tertiary education, cost and close supervision could be an advantage also.

Table 34 reveals the human resources of the respondent-municipalities in terms of manpower. The table shows that several practicing professionals are available in the respondent-municipalities from all walks of life. The four municipalities disclosed to have the following professionals and/or manpower: 1) doctor; 2) nurse; 3) police; 4) elementary/high school teacher; 5) dressmaker/tailor; 6) electronic technician; 7) building construction worker; 8) computer programmer analyst; 9) homemaker; 10) salesman; 11) beautician; 12) driver; 13) laborer; 14) businessman; 15) farmer; 16) military man; 17) office worker; 18) mechanic; and 19) electrician. Three of the municipalities had the following manpower: 1) accountant; 2) college teacher; 3) laboratory technician; 4) engineer; 5) physician; 6) clergy (minister or priest); and 7) seaman.

Two of the municipalities signified to have the following manpower: 1) foreign service worker; and 2) lawyer, and only one municipality disclosed to have the following manpower: 1) dietician/nutritionist; 2) architect; 3) artist; 4) therapist; 5) dentist; and 6) interior decorator.

The data denoted that the respondent municipality had potent source of human resources that can support the community college that would be established in the area.

Table 34

Human Resources of the Respondent-Municipalities In Terms of Man Power

Man Power Resouces	f	Percent
Accountant	3	75.00
College Teacher	3	75.00
Doctor	4	100.00
Dietician/Nutritionist	1	25.00
Foreign Service Worker	2	50.00
Laboratory Technician	3	75.00
Nurse	4	100.00
Police	4	100.00
Elem./High Sch. Teacher	4	100.00
Dressmaker/Tailor	4	100.00
Electronic Technician	4	100.00
Building Construction Worker	4	100.00
Architect	1	25.00
Artist	1	25.00
Computer Programmer Analyst	4	100.00
Engineer	3	75.00
Homemaker	4	100.00
Lawyer	2	50.00
Physician	3	75.00
Therapist	1	25.00
Salesman	4	100.00
Beautician	4	100.00
Driver	4	100.00
Laborer	4	100.00
Businessman	4	100.00
Clergy (Minister or Priest)	3	75.00
Dentist	1	25.00
Seaman	3	75.00
Farmer	4	100.00
Interior Decorator	1	25.00
Military Man	4	100.00
Office worker	4	100.00
Mechanic	4	100.00
Electrician	4	100.00

Financial resources. Table 35 shows the financial resources of the respondent-municipalities in terms of the internal revenue allotment (IRA). As gleaned in the table, municipality 1 revealed to have an IRA of 74,312,200 or 35.18 percent of the total IRA for the respondent-municipalities; while municipality 4 received 55,561,963 or 26.30 percent; municipality 2 got 44,623,940 or 21.12 percent, and municipality 3, 37,160,895 or 17.59 percent.

Table 35

Financial Resources of the Respondent-Municipalities in Terms of IRA

Municipal Code	IRA	Percent
1	74,312,200.00	35.18
2	44,623,940.00	21.12
3	37,160,895.00	17.59
4	55,561,963.00	26.30
Total	**211,658,998.00**	**100.00**
Mean	**52,914,749.50**	
SD	**16,142,904.33**	

Source: National Statistical Coordination Board 2009/

The mean IRA received by the respondent-municipalities was pegged at 52,914,749.50 with a SD of 16,142,904.33.

The data suggested that the respondent-municipalities received quite big subsidy from the national government based on the national internal

revenue collection, aside from the local revenue generated by the municipalities based on the local taxation code. This implied that they had the logistical support from the government with fiscal autonomy to develop or improve the administration of their respective LGU.

In the over-all assessment, Table 36 reveals the distribution of the sources of financial resources of the respondent-municipalities. The table discloses that of the total revenue/income generated by the respondent-municipalities, four revealed that the greater portion of their income/revenue was raised by the following: 1) taxes on exporters, manufacturers, miller, producers, wholesalers, distributors, dealers or retailers of essential commodities such as rice and corn, wheat, agricultural marine fresh water products, cooking oils and cooking gas, agricultural implements, fertilizers, poultry farms and other animal products, school supplies, cement, etc., and 2) taxes from retailers. Three of the respondent-municipalities expressed that the second major source of their income/revenue was from the following: 1) support funds from national government and its . . .; 2) tax on manufacturers, assemblers, repackers, processes, brewers, distillers, mines manufacturers; 3) tax on wholesalers, distributors, dealers in any article of commerce; and 4) tax on peddlers.

Two of the respondent-municipalities informed that the next source of their income/revenue was on the following: 1) national aid, grants, financial assistance; 2) loan proceeds; 3) service fees and honoraria; and 4) tax on

Table 36

Financial Resources of the Respondent-Municipalities

	Financial Resources	f	Percent
1	Proceeds of national taxes		
2	Support funds from national government and its instrumentalities including Government-owned and controlled corporations(GOCC's)	3	16.67
3	National aid, grants, financial assisstance	2	11.11
4	Foreign aid	1	5.56
5	Loan proceeds	2	11.11
6	Sales of fixed assets	1	11.11
7	Service fees and honoraria	2	5.56
Local Revenues			
8	Tax on manufacturers, assemblers, repackers, processes, brewers, distillers, mines manufacturers	3	16.67
9	Tax on wholesalers, distributors, dealers in any article of commerce	3	16.67
10	Tax on exporters, manufacturers, millers, producers, wholesalers, distributors, dealers or retailers of essential commodities such as rice and corn, wheat, agricultral marine fresh water products, cooking oils & cooking gas, agr'l implements, fertilizers, poultry farm & other animal products, school supplies, cement, etc.	4	
11	Tax on retailers	4	22.22
12	Tax on contractors	2	11.11
13	Tax on peddlers	3	16.67
14	Tax on any business	4	22.22

contractors. One of the respondent-municipalities still disclosed that they sourced out their income/revenue from foreign aid. Noteworthy was the

proceeds of national taxes, of which IRA belong, where the respondent-municipalities did not consider as a major source of their annual income.

Level of Social Desirability of Establishing a Community College

Tables 37 to 41 present the perceptions of the six groups of respondents, namely: students; teachers; parents; LGO; NGO, and prospective employers, regarding the level of social desirability of establishing a community college in the locality of Paranas in terms of the following areas: community demands; physical resources; human resources; financial resources, and technical resources.

Community demands. Table 37 presents the perceptions of the six groups of respondents relative to the level of social desirability of establishing a community college in the locality along community demands. There were nine indicators identified along this area.

The six groups of respondents which were students, teachers, parents, LGO, NGO, prospective employer perceived all the nine indicators as "desirable" with their respective weighted mean of 4.25, 4.17,4.03, 3.67, 4.47 and 4.31.

Table 37 presents the combined assessment of the six groups of categories relative to the level of social desirability of establishing a community college in the locality of Paranas along community demands. The table presents that the

Table 37

Level of Social Desirability of Establishing a Community College in the Locality of Paranas Along Community Demends as Perceived by the Six Groups of Respondents

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation		
1	The service area has the high-school graduate population of as the target client for the community college.	4.33 D	4.33 D	4.05 D	3.73 D	4.64 VD	4.39 D	4.23	D
2	Only of the high school graduates who could pursue college education.	4.20 D	4.25 D	4.04 D	3.70 D	4.55 VD	4.56 VD	4.22	D
3	Farmers in the service area need modern techniques in plantation and farm production in upland areas and infield valleys.	4.29 D	4.30 D	4.04 D	3.69 D	4.55 VD	4.41 D	4.23	D
4	Farmers in the service area need modern techniques in livestock and poultry production in upland areas and infield valleys.	4.16 D	4.37 D	4.03 D	3.68 D	4.55 VD	4.39 D	4.20	D
5	Tourism education is needed in the service area as part of the Samar National Park (SINP) program to provide local employment.	4.35 D	4.08 D	4.02 D	3.68 D	4.55 VD	4.67 VD	4.23	D
6	Mining operation and education can be one of the livelihood programs in the service area.	3.84 D	3.30 MD	4.01 D	3.66 D	4.18 D	3.11 D	3.68	D
7	White-collar jobs such as teachers, medical &health workers, engineers, office workers, others are needed in the service area.	4.35 D	4.06 D	4.03 D	3.65 D	4.50 D	4.24 D	4.14	D

Table 37 continued

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation		
8	Technical and vocational occupations such as farm workers, technicians, electricians, automotive mechanics, cell phone technicians, computer encoders and technician, others are needed in the service area.	4.32 D	4.41 D	4.02 D	3.64 D	4.18 D	4.33 D	4.15	D
9	Parents agreed and encouraged to send their children to college once it is established in their area.	4.44 D	4.45 D	4.02 D	3.64 D	4.55 VD	4.67 VD	4.30	D
	Total	38.28	37.55	36.26	33.07	40.25	38.77	37.37	-
	Grand Mean	4.25 D	4.17 D	4.03 D	3.67 D	4.47 D	4.31 D	4.15	D

Legend: 4.51 - 5.00 Very Desirable
3.51 - 4.50 Desirable (D)
2.51 - 3.50 Moderately Desirable (MD)
1.51 - 2.50 Less Slightly Desirable (SD)
1.00 - 1.50 Not Desirable (ND)
LGO - Local Government Officials; NGO - Non-Government Officials; PE - Prospective Employers

respondents, regardless of their category, considered all the nine indicators "desirable," with weighted means ranging from 3.68 to 4.30. Indicator number 9 turned to be rated with the highest weighted mean corresponding to the statement stating, "parents agreed and encouraged to send their children to college once it is established in their area," while indicator number 6 was rated

with the least weighted mean corresponding to the statement stating, "mining operation and education can e one of the livelihood program in the service area."

Taken as a whole, the respondents considered the establishment of a community college in the locality of Paranas along community demands as "desirable." This was manifested by the grand weighted mean of 4.15.

Physical resources. Table 38 presents the perceptions of the six groups of respondents relative to the level of social desirability of establishing a community college in the locality along physical resources. There were eight indicators identified along this area.

The six groups of respondents perceived all the eight indicators as "desirable" with their respective grand mean of 4.08, 3.94, 4.01, 3.57, 4.46, and 4.14.

Finally, Table 38 presents the combined assessment of the six groups of categories relative to the level of social desirability of establishing a community college in the locality of Paranas along physical resources. It shows that the respondents, regardless of their category, considered all the nine indicators "desirable" with weighted means ranging from 3.89 to 4.10. Indicator numbers 1 and 3 obtained the highest and the least weighted mean.

Taken as a whole, the respondents considered the establishment of a community college in the locality of Paranas along physical resources as "desirable." This was manifested by the grand weighted mean of 4.03.

Table 38

Level of Social Desirability of Establishing a Community College in the Locality of Paranas Along Physical Resources as Perceived by the Five Groups of Respondents

	Indicators	Respondents' Category						Combined Mean/ Interpre-tation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_{ss}$ /Inter-pretation	$\bar{X}_{ss}$ /Inter-pretation	$\bar{X}_{ss}$ /Inter-pretation	$\bar{X}_{ss}$ /Inter-pretation	$\bar{X}_{ss}$ /Inter-pretation	$\bar{X}_{ss}$ /Inter-pretation		
1	The locality of Paranas and the neighboring barangays such as Bagacay and Calapi is very strategic location for the establishment of a community college.	4.08 D	4.22 D	4.01 D	3.62 D	4.45 d	4.24 D	4.10	D
2	Transportation lines in the service area is very accessible.	4.04 D	4.03 D	4.01 D	3.59 D	4.45 D	4.28 D	4.07	D
3	Existing infrastructure and buildings which can be used as temporary school building are available in the service area.	4.03 D	3.35 D	4.00 D	3.58 D	4.50 D	3.89 D	3.89	D
4	Site for the establishment of the community college is very available.	4.22 D	3.92 D	4.01 D	3.56 D	4.50 D	4.00 D	4.04	D
6	Support infrastructures such as laboratories, libraries can be provided by the proponent-municipalities.	4.27 D	3.72 D	4.00 D	3.55 D	4.36 D	4.11 D	4.00	D
7	Grounds such as interior roads, parking space, landscaping are very possible once the community college will be established.	4.14 D	3.86 D	4.01 D	3.56 D	4.55 VD	4.11 D	4.04	D
8	The distance of the community college to the barangay residences is so accessible and practical.	4.12 D	4.14 D	4.01 D	3.56 D	4.45 D	4.28 D	4.09	D
9	The service area is free from water, noise, air pollution and complete sanitation can easily be established.	3.77 D	4.31 D	4.00 D	3.55 D	4.45 D	4.17 D	4.04	D
	Total	**32.67**	**31.55**	**32.05**	**28.57**	**35.71**	**33.08**	**32.27**	**-**
	Grand Mean	**4.08 D**	**3.94 D**	**4.01 D**	**3.57 D**	**4.46 D**	**4.14 D**	**4.03**	**D**

Legend: 4.51 - 5.00 Very Desirable (VD) 1.51 - 2.50 Slightly Desirable (SD)
3.51 - 4.50 Desirable (D) 1.00 - 1.50 Not Desirable (ND)
2.51 - 3.50 Moderately Desirable (MD)

Human resources. Table 39 presents the perceptions of the six groups of respondents relative to the level of social desirability of establishing a community college in the locality along human resources. There were seven indicators identified along this area.

The students, teachers, parents, NGO, and prospective employers perceived the seven indicators in their assessment of the level of desirability of establishing a community college in the locality along human resources as "desirable" with their respective grand means of 4.05, 3.79, 3.98, 4.41, and 3.95. Whereas, only LGO perceived the seven indicators as "moderately desirable" with grand mean of 3.50.

Table 39 also provides the combined assessment of the respondents on the level of social desirability of establishing a community college in the locality of Paranas along human resources. It shows that all the seven indicators along this area were considered by the respondents as "desirable" with weighted means ranging from 3.82 to 4.12. Indicator numbers 1 and 4 corresponded to the highest- and least-rated weighted means, respectively.

Consequently, taken as a whole the respondents considered the establishment of a community college in the locality of Paranas along human resources as "desirable" as indicated by the grand weighted mean of 3.95.

Table 39

Level of Feasibility of Establishing a Community College in the Locality of Paranas Along Human Resources as Perceived by the Six Groups of Respondents

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_{WI}$ /Inter-pretation	$\bar{X}_{WI}$ /Inter-pretation	$\bar{X}_{WI}$ /Inter-pretation	$\bar{X}_{WI}$ /Inter-pretation	$\bar{X}_{WI}$ /Inter-pretation	$\bar{X}_{WI}$ /Inter-pretation		
1	There are population in the service area.	3.98 D	4.20 D	3.99 D	3.53 D	4.55 VD	4.44 D	4.12	D
2	The service area has the potential college-age population.	3.96 D	4.23 D	3.99 D	3.51 D	4.45 D	4.17 D	4.05	D
3	There are executive officers with doctoral degrees in the service area who can take part in the community college.	3.98 D	3.56 D	3.98 D	3.49 MD	4.36 D	3.61 D	3.83	D
4	There are lawyers and government officials in the service area who can take part in the community college.	4.05 D	3.45 MD	3.99 D	3.48 MD	4.36 D	3.61 D	3.82	D
5	There are engineers, agriculturists, foresters, computer technicians, electronics, mechanics who can take in the community college.	4.14 D	3.73 D	3.98 D	3.50 MD	4.36 D	4.00 D	3.95	D
6	There Certified Public Accountants (CPA), doctor of Medicine who can take part in the community college.	4.06 D	3.39 MD	3.98 D	3.50 MD	4.36 D	3.72 D	3.84	D
7	There are building constructors and a lot of construction workers who take part in the community college.	4.17 D	3.97 D	3.98 D	3.52 D	4.45 D	4.11 D	4.03	D
	Total	**28.34**	**26.53**	**27.89**	**24.53**	**30.89**	**27.66**	**27.64**	**-**
	Grand Mean	**4.05 D**	**3.79 D**	**3.98 D**	**3.50 MD**	**4.41 D**	**3.95 D**	**3.95**	**D**

Legend: 4.51 - 5.00 Very Desirable (VD)
3.51 - 4.50 Desirable) (D)
2.51 - 3.50 Moderately Desirable (MD)
1.51 - 2.50 Slightly Desirable (SD)
1.00 - 1.50 Not Desirable (ND)
LGO - Local Government Officials; NGO - Non-Government Officials; PE - Prospective EmployeRS

Financial resources. Table 40 discloses the perceptions of the six groups of respondents on the level of social desirability of establishing a community college in the locality of Paranas along financial resources. There were eight indicators identified along this area.

Table 39 discloses that the six group of respondents considered all the eight identified indicators along this area as "desirable" with weighted means of 3.93, 3.60, 3.99, 3.53, 4.37, and 3.78 respectively.

Furthermore, Table 40 presents the combined assessment of the respondents, regardless of their group, on the level of social desirability of establishing a community college in the locality of Paranas along financial resources. The table presents that of the eight identified indicators, the respondents considered all of them as "desirable" with weighted means ranging from 3.67 to 3.95. Indicator numbers 5 and 8 obtained the highest and the least weighted means, respectively.

Taken as a whole, the respondents considered the social desirability of establishing a community college in the locality of Paranas as "desirable" along financial resources. This was manifested by the grand weighted mean of 3.87.

Technical resources. Table 41 appraises the perceptions of the six groups of respondents on the level of social desirability of establishing a community college in the locality of Paranas along technical resources. There were 14 identified indicators in this area.

Table 40

Level of Feasibility of Establishing a Community College in the Locality of Paranas Along Financial Resources as Perceived by the Six Groups of Respondents

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation		
1	Pre-operating expenses for surveys, building construction and other facilities can be financed from the proceeds of national taxes appropriated for the municipality.	4.01 D	3.53 D	3.97 D	3.51 D	4.36 D	3.88 D	3.88	D
2	Initial compensation of faculty members and other personnel can be provided by the proponent- municipality.	4.03 D	3.62 D	3.97 D	3.51 D	4.36 D	3.82 D	3.89	D
3	School supplies and equipments can be sourced from tuition and other fees.	4.01 D	3.67 D	3.98 D	3.53 D	4.45 D	3.78 D	3.90	D
4	Involved barangays can allocate funds from their Special Education Fund (SEF) for such purpose.	4.07 D	3.70 D	3.99 D	3.53 D	4.45 D	3.89 D	3.94	D
5	Parents can pay tuition fees only.	3.89 D	3.94 D	3.99 D	3.53 D	4.45 D	3.89 D	3.95	D
6	Parents can pay tuition fees, foods and transportation only.	3.98 D	3.68 D	3.99 D	3.53 D	4.45 D	3.89 D	3.92	D
7	Parents can have enough money for tuition fees, foods, transportation and board and lodging only.	3.79 D	3.36 MD	3.99 D	3.53 D	4.27 D	3.67 D	3.77	D

Table 40 continued

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation		
8	Parents can have enough money for tuition fees, uniforms, books, computer use, medical & dental fees, foods and board and lodging.	3.63 D	3.27 MD	4.02 D	3.55 D	4.20 D	3.44 Md	3.67	D
	Total	**31.41**	**28.77**	**31.90**	**28.22**	**34.99**	**30.26**	**30.93**	**-**
	Grand Mean	**3.93 D**	**3.60 D**	**3.99 D**	**3.53 D**	**4.37 D**	**3.78 D**	**3.87**	**D**

Legend: 4.51 - 5.00 Very Desirable (VD)
3.51 - 4.50 Desirable (D)
2.51 - 3.50 Moderately Desirable (MD)
1.51 - 2.50 Slightly Desirable (SD)
1.00 - 1.50 Not Desirable (ND)
LGO - Local Government Officials; NGO/PE - Non-Government Officials/Prospective Employees

Table 41 shows the level of social desirability of establishing a community college in the locality of Paranas as perceived by the six group of respondents along technical resources. The table shows that respondents considered all identified indicators along this area as "desirable" with grand means of 4.11, 3.82, 4.12, 3.64, 4.31, and 4.033 respectively.

Finally, Table 40 presents the combined perception of the respondents, regardless of their grouping, on the level of social desirability of establishing a community college in the locality of Paranas along technical resources. From the table, it can be seen that the respondents unanimously considered all indicators

Table 41

Level of Social Desirability of Establishing a Community College in the Locality of Paranas Along Technical Resources as Perceived by the Six Groups of Respondents

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation		
1	The service area has seven national high that will serve as feeders for the community college.	3.97 D	3.95 D	4.05 D	3.58 D	4.27 D	4.00 D	3.97	D
2	Competent instructors and professors for college of education available in the service area can be instructors or professors in the community college.	4.06 D	3.68 D	4.07 D	3.56 D	4.27 D	4.00 D	3.94	D
3	Water and electricity are sufficient for the community college.	4.22 D	4.20 D	4.07 D	3.54 D	4.36 D	4.33 D	4.12	D
4	Engineers such as civil, electrical and mechanical can be instructors are available in the service area.	4.03 D	3.62 D	4.07 D	3.51 D	4.30 D	3.78 D	3.89	D
5	Foresters or licensed forestry graduate who can be instructors in the community college are available in the service area.	3.81 D	3.53 D	4.07 D	3.52 D	4.27 D	3.94 D	3.86	D
6	Communication facilities such as internet and mobile phone are available in the service area.	4.04 D	3.73 D	4.10 D	3.58 D	4.45 D	3.67 D	3.93	D
7	Competent instructors, professors of academic subjects such as English, Science, Math, Social Science are available in the service area.	4.33 D	3.86 D	4.12 D	3.61 D	4.27 D	4.06 D	4.04	D
8	Agriculturist or licensed agriculture graduate can be instructors in the community college.	4.24 D	3.74 D	4.12 D	3.61 D	4.18 D	4.00 D	3.98	D

Table 41 continued

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation		
9	Competent administrators for the establishment of the community college are available in the service area.	4.01 D	3.59 D	4.13 D	3.63 D	4.18 D	3.89 D	3.91	D
10	Vocational courses and programs such as Electronics, computer technician and encoder, Automechanic and Driving, medical and Health worker, farm workers, garment workers, and others can be offered in the community college.	4.17 D	4.09 D	4.12 D	3.68 D	4.45 D	4.17 D	4.11	D
11	Apparatus and other machineries can be provided by the proponent municipality.	3.97 D	3.59 D	4.11 D	3.68 D	4.30 D	3.83 D	3.91	D
12	Support by the LGOs for the establishment of the community college is very positive.	4.29 D	3.91 D	4.18 D	3.81 D	4.27 D	4.00 D	4.08	D
13	Non-Government Organization (NGO) such Samar Island National Park (SINP) and the Kappas, Incorporation expressed their support for the establishment of the community college in the service area.	4.16 D	3.95 D	4.19 D	3.80 D	4.36 D	4.44 D	4.15	D
14	The establishment of a community is supported by CHED Memorandum and is one of the 10 agenda of the Aquino Administration.	4.29 D	4.02 D	4.29 D	3.81 D	4.36 D	4.29	4.18	D
	Total	**57.59**	**53.46**	**57.69**	**50.92**	**60.29**	**56.40**	**56.07**	-
	Grand Mean	**4.11 D**	**3.82 D**	**4.12 D**	**3.64 D**	**4.31 D**	**4.03 D**	**4.01**	D

Legend: 4.51 - 5.00 Very Desirable (VD)
3.51 - 4.50 Desirable (D)
2.51 - 3.50 Moderately Desirable (MD)
1.51 - 2.50 Slightly Desirable (SD)
1.00 - 1.50 Not Desirable (ND)
LGO - Local Government Officials; NGO - Non-Government Officials; PE - Prospective Employers

along the foregoing area as "desirable" with weighted means ranging from 3.86 to 4.18. From these indicators, indicator numbers 14 and 5 obtained the highest and the least weighted means, respectively.

Taken as a whole, the respondents considered the level of social desirability of establishing a community college in the locality of Paranas as "desirable" along technical resources as manifested by the grand weighted mean of 4.01.

Comparison of Perceptions of the Six Groups of Respondents Relative to the Level of Social Desirability of Establishing a Community College

Tables 42 to 51 reveal the results of the comparative analyses of the perceptions of the six groups of respondents relative to the level of social desirability of establishing a community college in the locality of Paranas along community demands; physical resources; human resources; financial resources; and technical resources, with the use of the one-way analysis of variance (ANOVA) and a posteriori test (Scheffe's test) in the event where significant differences existed and the hypotheses to the effect were rejected.

Table 42 presents the results of the comparative analysis employed on the perceptions of the six groups of respondents relative to the establishment of a community college in the locality of Paranas along community resources.

Table 42

Comparison of the Perceptions of the Six Groups of Respondents Relative to the Level of Social Desirability of Establishing a Community College Along Community Demands

SUMMARY				
Respondents	**n**	**Sum**	**Mean/Inter-pretation**	**Variance**
Students	9	38.28	4.25 D	0.031
Teachers	9	37.55	4.17 D	0.125
Parents	9	36.26	4.03 D	0.000
LGO	9	33.07	3.67 D	0.001
NGO	9	40.25	4.47 D	0.029
PE	9	38.77	4.31 D	0.224

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**	**Decision**
Between Groups	3.43	5	0.685	10.035	1E-06	2.41	Reject Ho/S
Within Groups	3.28	48	0.068				
Total	6.70	53	-	-	-	-	-

Legend: 4.51 - 5.00 Very Desirable (VD)
3.51 - 4.50 Desirable (D)
2.51 - 3.50 Moderately Desirable (MD)
1.51 - 2.50 Slightly Desirable (SD)
1.00 - 1.50 Not Desirable (ND)
LGO - Local Government Officials; NGO - Non-Government Officials; PE - Prospective Employers
S - Significant

It can be recalled that the six groups of respondents, namely: students; teachers; parents; LGO; NGO; and prospective employers, arrived at a varied numerical assessment of 4.25 with a variance of 0.031; 4.17, variance of 0.125; 4.03, variance of 0.000; 3.67, variance of 0.001; 4.47, variance of 0.029; and 4.31

with a variance of 0.224, respectively, in their assessment on the level of social desirability of establishing a community college along community resources. Although the descriptive interpretation of the arrived grand weighted means was similar, "desirable," it was obvious that disparities in the grand weighted means existed. To ascertain whether the existing numerical disparities were significant, the one-way analysis of variance was employed whereby the computed F-value was pegged at 10.035, which turned greater than the critical F value of 2.409. This indicated that the disparities existing among the six groups of respondents were significant. This gave the researcher, therefore, the confidence to reject the corresponding null hypothesis to this effect. This meant that the assessment of the six groups of respondents relative to the level of social desirability of establishing a community college along community resources significantly differed from one another.

To further test to determine where the significant difference lay, a posteriori test – Scheffe's test, was employed. Table 43 reveals the result of the foregoing test. It can be gleaned from the said table that the significant differences were found in comparing the perceptions between the following respondents: students and LGO; teachers and LGO; parents and LGO; parents and NGO; LGO and NGO; and LGO and prospective employers being indicated by the computed F'-value of 31.49, 23.41, 12.13, 18.13, 59.92 and 38.35, respectively, which turned greater than the critical F'-values of 10.44. This suggested that the disparities in perceptions were found in these groups.

Table 43

Posteriori Test (Scheffe's Test) in Comparing the Perceptions of the Six Groups of Respondents Relative to the Level of Social Desirability of Establishing a Community College *Along Community Demands*

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
Students & Teachers	0.08	0.60	10.44	NS/ Accept Ho
Students & Parents	0.22	4.53	10.44	NS/ Accept Ho
Students & LGO	0.58	31.49	10.44	S/Reject Ho
Students & NGO	0.22	4.53	10.44	NS/ Accept Ho
Students & PE	0.06	0.34	10.44	NS/ Accept Ho
Teachers & Parents	0.14	1.83	10.44	NS/ Accept Ho
Teachers & LGO	0.50	23.41	10.44	S/Reject Ho
Teachers & NGO	0.30	8.43	10.44	NS/ Accept Ho
Teachers & PE	0.14	1.83	10.44	NS/ Accept Ho
Parents & LGO	0.36	12.13	10.44	S/Reject Ho
Parents & NGO	0.44	18.13	10.44	S/Reject Ho
Parents & PE	0.28	7.34	10.44	NS/ Accept Ho
LGO & NGO	0.80	59.92	10.44	S/Reject Ho
LGO & PE	0.64	38.35	10.44	S/Reject Ho

Legend: LGO - Local Government Officials
NGO - Non-Government Officials
PE - Prospective Employers
NS - Not Significant
S - Significant

Table 44 shows the result of the comparative analyses employed on the perceptions of the six groups of respondents relative to the establishment of a community college in the locality of Paranas along physical resources.

Table 44

Comparison of the Perceptions of the Six Groups of Respondents Relative to the Level of Social Desirability of Establishing a Community College Along Physical Resources

SUMMARY				
Respondents	**n**	**Sum**	**Mean/Inter-pretation**	**Variance**
Students	8	32.67	4.08 D	0.023
Teachers	8	31.55	3.94 D	0.095
Parents	8	32.05	4.01 D	0.00003
LGO	8	28.57	3.57 D	0.001
NGO	8	35.71	4.46 D	0.003
PE	8	33.08	4.13 D	0.019

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**	**Decision**
Between Groups	3.36	5	0.673	28.617	2E-12	2.44	Reject Ho/S
Within Groups	0.99	42	0.024				
Total	4.35	47	-	-	-	-	-

Legend: 4.51 - 5.00 Very Desirable (VD)
3.51 - 4.50 Desirable (D)
2.51 - 3.50 Moderately Desirable (MD)
1.51 - 2.50 Slightly Desirable (SD)
1.00 - 1.50 Not desirable (ND)
LGO - Local Government Officials; NGO - Non-Government Officials
PE - Prospective Employers
S - Significant

It can be recalled that the six groups of respondents, namely: students; teachers; parents; LGO; NGO; and prospective employers, arrived at a varied numerical assessment of 4.08 with a variance of 0.023; 4.01, variance of 0.00003; 3.57, variance of 0.001; 4.46, variance of 0.003; 4.46, variance of 0.003; and 4.13

with a variance of 0.019, respectively, in their assessment on the level of social desirability of establishing a community college along physical resources. Although the descriptive interpretation of the arrived grand weighted means was similar, "desirable," it was obvious that disparities in the grand weighted means existed. To ascertain whether the existing numerical disparities were significant, the one-way analysis of variance was employed whereby the computed F-value was pegged at 28.617, which turned greater than the critical F-value of 2.438. This indicated that the disparities existing among the six groups of respondents were significant. This gave the researcher, therefore, the confidence to reject the corresponding null hypothesis to this effect. This meant that the assessment of the six groups of respondents relative to the level of social desirability of establishing a community college along community resources significantly differed from one another.

To further test to determine where the significant difference lay, a posteriori test – Scheffe's test, was employed. Table 45 discloses the result of the foregoing test. It can be gleaned from the said table that the significant differences were found in comparing the perceptions between the following respondents: students and LGO; students and NGO; teachers and LGO; teachers and NGO; parents and LGO; parents and NGO; LGO and NGO; and LGO and prospective employers, being indicated by the computed F' value of 34.68, 19.25, 18.25, 36.05, 25.81, 27.00, 105.61, and 41.81, respectively, which turned greater

than the critical F'-value of 10.56. This suggested that the disparities in perceptions were found in these groups.

Table 45

Posteriori Test (Scheffe's Test) in Comparing the Perceptions of the Six Groups of Respodents Relative to the Level of Social Desirability of Establishing a Community College Along Physical Resources

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
Students & Teachers	0.14	2.61	10.56	NS/ Accept Ho
Students & Parents	0.07	0.65	10.56	NS/ Accept Ho
Students & LGO	0.51	34.68	10.56	S/Reject Ho
Students & NGO	0.38	19.25	10.56	S/Reject Ho
Students & PE	0.05	0.33	10.56	NS/ Accept Ho
Teachers & Parents	0.07	0.65	10.56	NS/ Accept Ho
Teachers & LGO	0.37	18.25	10.56	S/Reject Ho
Teachers & NGO	0.52	36.05	10.56	S/ Reject Ho
Teachers & PE	0.19	4.81	10.56	NS/ Accept Ho
Parents & LGO	0.44	25.81	10.56	S/Reject Ho
Parents & NGO	0.45	27.00	10.56	S/Reject Ho
Parents & PE	0.12	1.92	10.56	NS/ Accept Ho
LGO & NGO	0.89	105.61	10.56	S/Reject Ho
LGO & PE	0.56	41.81	10.56	S/Reject Ho

Legend: LGO - Local Government Officials
NGO - Non-Government Officials
PE - Prospective Employers
NS - Not Significant
S - Significant

Table 46 shows the results of the comparative analysis employed on the perceptions of the six groups of respondents relative to the establishment of a community college in the locality of Paranas along human resources.

Table 46

Comparison of the Perceptions of the Six Groups of Respondents Relative to the Level of Social Desirability of Establishing a Community College Along Human Resources

SUMMARY

Respondents	n	Sum	Mean/Interpretation		Variance
Students	7	28.34	4.05	D	0.007
Teachers	7	26.53	3.79	D	0.121
Parents	7	27.89	3.98	D	2.86E-05
LGO	7	24.53	3.50	D	0.0003
NGO	7	30.29	4.41	D	0.0050
PE	7	27.66	3.95	D	0.1001

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	3.15	5	0.629	16.15	2E-08	2.48	Reject Ho/S
Within Groups	1.40	36	0.039				
Total	**4.55**	**41**	-	-	-	-	-

Legend: 4.51 - 5.00 Very Desirable (VD)
3.51 - 4.50 Desirable (D)
2.51 - 3.50 Moderately Desirable (MD)
1.51 - 2.50 Slightly Desirable (SD)
1.00 - 1.50 Not Desirable (ND)
LGO - Local Government Officials; NGO - Non-Government Officials
PE - Prospective Employers
S - Significant

It can be recalled that the six groups of respondents, namely: students; teachers; parents; LGO; NGO; and prospective employers, arrived at a varied numerical assessment of 4.07 with a variance of 0.007; 3.79, variance of 0.121; 3.98, variance of 2.86E-05; 3.50, variance of 0.0003; 4.41, variance of 0.0050; and 3.95 with a variance of 0.1001, respectively, in their assessment on the level of social desirability of establishing a community college along human resources. Although the descriptive interpretation of the arrived grand weighted means was similar, "desirable," it was obvious that disparities in the grand weighted means existed. To ascertain whether the existing numerical disparities were significant, the one-way analysis of variance was employed whereby the computed F-value was pegged at 16.15, which turned greater than the critical F-value of 2.48. This indicated that the disparities existing among the six groups of respondents were significant. This gave the researcher, therefore, the confidence to reject the corresponding null hypothesis to this effect. This meant that the assessment of the six groups of respondents relative to the level of feasibility of establishing a community college along community resources significantly differed from one another.

To further test to determine where the significant difference lay, a posteriori test – Scheffe's test, was employed. Table 47 discloses the result of the foregoing test. It can be gleaned from the said table that the significant differences were found in comparing the perceptions between the following

Table 47

Posteriori Test (Scheffe's Test) in Comparing the Perceptions of the Six Groups of Respondents Relative to the Level of Social Desirability of Establishing a Community College Along Human Resources

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
Students & Teachers	0.26	5.91	10.56	NS/ Accept Ho
Students & Parents	0.07	0.43	10.56	NS/ Accept Ho
Students & LGO	0.55	26.47	10.56	S/Reject Ho
Students & NGO	0.36	11.34	10.56	S/Reject Ho
Students & PE	0.10	0.87	10.56	NS/Accept Ho
Teachers & Parents	0.19	3.16	10.56	NS/ Accept Ho
Teachers & LGO	0.29	7.36	10.56	NS/Accept Ho
Teachers & NGO	0.62	33.64	10.56	S/Reject Ho
Teachers & PE	0.16	2.24	10.56	NS/Accept Ho
Parents & LGO	0.48	20.16	10.56	S/Reject Ho
Parents & NGO	0.43	16.18	10.56	S/Reject Ho
Parents & PE	0.03	0.08	10.56	NS/Accept Ho
LGO & NGO	0.91	72.46	10.56	S/Reject Ho
LGO & PE	0.45	17.72	10.56	S/Reject Ho

Legend: LGO - Local Government Officials
NGO - Non-Government Officials
PE - Prospective Employers
NS - Not Significant
S - Significant

respondents: students and LGO; students and NGO; teachers and NGO; parents and LGO; parents and NGO; LGO and NGO; and LGO and prospective employers, being indicated by the computed F'-values of 26.47, 11.34, 33.64, 20.16, 16.18, 72.46, and 17.72, respectively, which turned greater than the critical

F′ value of 10.56. This suggested that the disparities in perceptions were found in these groups.

Table 48 shows the result of the comparative analyses employed on the perceptions of the six groups of respondents relative to the establishment of a community college in the locality of Paranas along financial resources.

Table 48

Comparison of the Perceptions of the Six Groups of Respondents Relative to the Level of Social Desirability of Establishing a Community College Along Financial Resources

SUMMARY				
Respondents	**n**	**Sum**	**Mean/Inter-pretation**	**Variance**
Students	8	31.41	3.93 D	0.022
Teachers	8	28.77	3.60 D	0.044
Parents	8	31.9	3.99 D	0.0002
LGO	8	28.22	3.53 D	0.0002
NGO	8	34.99	4.37 D	0.0090
PE	8	30.26	3.78 D	0.025

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**	**Decision**
Between Groups	3.76	5	0.753	44.68	9E-16	2.44	Reject Ho/S
Within Groups	0.71	42	0.017				
Total	**4.47**	**47**	-	-	-	-	-

Legend: 4.51 - 5.00 Very Desirable (VD)
3.51 - 4.50 Desirable (D)
2.51 - 3.50 Moderately Desirable (MD)
1.51 - 2.50 Slightly Desirable (SD)
1.00 - 1.50 Not desirable (ND)
LGO - Local Government Officials; NGO - Non-Government Officials
PE - Prospective Employers
S - Significant

It can be recalled that the six groups of respondents, namely: students; teachers; parents; LGO; NGO; and prospective employers, arrived at a varied numerical assessment of 3.93 with a variance of 0.022; 3.60, variance of 0.044; 3.99, variance of 0.0002; 3.53, variance of 0.0002; 4.37, variance of 0.0090; and 3.78 with a variance of 0.025, respectively, in their assessment on the level of social desirability of establishing a community college along financial resources. Although the descriptive interpretation of the arrived grand weighted means was similar, "desirable," it was obvious that disparities in the grand weighted means existed. To ascertain whether the existing numerical disparities were significant, the one-way analysis of variance was employed whereby the computed F-value was pegged at 44.68, which turned greater than the critical F-value of 2.44. This indicated that the disparities existing among the six groups of respondents were significant. This gave the researcher, therefore, the confidence to reject the corresponding null hypothesis to this effect. This meant that the assessment of the six groups of respondents relative to the level of social desirability of establishing a community college along community resources significantly differed from one another.

To further test to determine where the significant difference lay, a posteriori test – Scheffe's test, was employed. Table 49 discloses the result of the foregoing test. It can be gleaned from the said table that the significant differences were found in comparing the perceptions between the following

Table 49

Posteriori Test (Scheffe's Test) in Comparing the Perceptions of the Six Groups of Respondents Relative to the Level of Social Desirability of Establishing a Community College Along Financial Resources

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
Students & Teachers	0.33	21.78	10.56	S/ Rejectt Ho
Students & Parents	0.06	0.72	10.56	NS/ Accept Ho
Students & LGO	0.40	32.00	10.56	S/Reject Ho
Students & NGO	0.44	38.72	10.56	S/Reject Ho
Students & PE	0.15	4.50	10.56	NS/ Accept Ho
Teachers & Parents	0.39	30.42	10.56	S/ Reject Ho
Teachers & LGO	0.07	0.98	10.56	NS/ Accept Ho
Teachers & NGO	0.77	118.58	10.56	S/ Reject Ho
Teachers & PE	0.18	6.48	10.56	NS/ Accept Ho
Parents & LGO	0.46	42.32	10.56	S/Reject Ho
Parents & NGO	0.38	28.88	10.56	S/Reject Ho
Parents & PE	0.21	8.82	10.56	NS/ Accept Ho
LGO & NGO	0.84	141.12	10.56	S/Reject Ho
LGO & PE	0.25	12.50	10.56	S/Reject Ho

Legend: LGO - Local Government Officials
NGO - Non-Government Officials
PE - Prospective Employers
NS - Not Significant
S - Significant

respondents: students and teachers; students and LGO; students and NGO; teachers and parents; teachers and NGO; parents and LGO; parents and NGO; LGO and NGO; and LGO and prospective employers, as indicated by the

computed F' values of 21.78, 32.00, 38.72, 30.42, 118.58, 42.32, 28.88, 141.12, and 12.50, respectively, which turned greater than the critical F' value of 10.56. This suggested that the disparities in perceptions were found in these groups.

Table 50 shows the result of the comparative analyses employed on the perceptions of the six groups of respondents relative to the establishment of a community college in the locality of Paranas along technical resources.

It can be recalled that the six groups of respondents, namely: students; teachers; parents; LGO; NGO; and prospective employers, arrived at a varied numerical assessment of 4.11 with a variance of 0.02; 3.82, variance of 0.04; 4.12, variance of 0.004; 3.64, variance of 0.011; 4.31, variance of 0.007; and 4.03 with a variance of 0.047, respectively, in their assessment on the level of social desirability of establishing a community college along technical resources. Although the descriptive interpretation of the arrived grand weighted means was similar, "desirable," it was obvious that disparities in the grand weighted means existed. To ascertain whether the existing numerical disparities were significant, the one-way analysis of variance was employed whereby the computed F-value was pegged at 35.57, which turned greater than the critical F-value of 2.33. This indicated that the disparities existing among the six groups of respondents were significant. This gave the researcher, therefore, the confidence to reject the corresponding null hypothesis to this effect. This meant that the assessment of the six groups of respondents relative to the level of social

Table 50

Comparison of the Perceptions of the Six Groups of Respondents Relative to the Level of social Desirability of Establishing a Community College Along Technical Resources

SUMMARY					
Respondents	**n**	**Sum**	**Mean/Inter-pretation**		**Variance**
Students	14	57.59	4.11	D	0.02
Teachers	14	53.46	3.82	D	0.04
Parents	14	57.69	4.12	D	0.004
LGO	14	50.92	3.64	D	0.011
NGO	14	60.29	4.31	D	0.007
PE	14	56.40	4.03	D	0.047

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**	**Decision**
Between Groups	4.01	5	0.80	35.57	8.6E-19	2.33	Reject Ho/S
Within Groups	1.76	78	0.02				
Total	**5.77**	**83**	-	-	-	-	-

Legend: 4.51 - 5.00 Very Desirable (VD)
3.51 - 4.50 Desirable (D)
2.51 - 3.50 Moderately Desirable (MD)
1.51 - 2.50 Slightly Desirable (SD)
1.00 - 1.50 Not Desirable (ND)
LGO - Local Government Officials; NGO - Non-Government Officials
PE - Prospective Employers
S - Significant

desirability of establishing a community college along community resources significantly differed from one another.

To further test to determine where the significant difference lay, a posteriori test – Scheffe's test, was employed. Table 51 discloses the result of the

Table 51

Posteriori Test (Scheffe's Test) in Comparing the Perceptions of the Six Groups of Respondents Relative to the Level of Social Desirability of Establishing a Community College Along Technical Resources

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
Students & Teachers	0.29	28.03	10.56	S/ Rejectt Ho
Students & Parents	0.01	0.03	10.56	NS/ Accept Ho
Students & LGO	0.47	73.63	10.56	S/Reject Ho
Students & NGO	0.20	13.33	10.56	NS/ Accept Ho
Students & PE	0.08	2.13	10.56	NS/Accept Ho
Teachers & Parents	0.30	30.00	10.56	S/ Reject Ho
Teachers & LGO	0.18	10.80	10.56	S/Reject Ho
Teachers & NGO	0.49	80.03	10.56	S/ Reject Ho
Teachers & PE	0.21	14.70	10.56	S/Reject Ho
Parents & LGO	0.48	76.80	10.56	S/Reject Ho
Parents & NGO	0.19	12.03	10.56	S/Reject Ho
Parents & PE	0.09	2.70	10.56	NS/Accept Ho
LGO & NGO	0.67	149.63	10.56	S/Reject Ho
LGO & PE	0.39	50.70	10.56	S/Reject Ho

Legend: LGO - Local Government Officials
NGO - Non-Government Officials
PE - Prospective Employers
NS - Not Significant
S - Significant

foregoing test. It can be gleaned from the said table that the significant differences were found in comparing the perceptions between the following respondents: students and teachers; students and LGO; students and NGO; teachers and parents; teachers and LG; teachers and NGO; teachers and prospective employers; parents and LGO; parents and NGO; LGO and NGO; and LGO and prospective employers, as indicated by the computed F′ values of 28.03, 73.63, 13.33, 30.00, 10.80, 80.03, 14.70, 76.80, 12.03, 149.63, and 50.70, respectively, which turned greater than the critical F′ value of 10.56. This suggested that the disparities in perceptions were found in these groups.

Relationship Between the Level of Social Desirability of Establishing a Community College and the Identified Variates

Tables 52 to 66 disclose the correlation analyses employed to determine the relationship between the level of social desirability of establishing a community college in the locality of Paranas along community demands, physical resources, human resources, financial resources and technical resources, and the respondents' profile, barangay-respondents' profile and municipalities-respondents' profile.

Community demands. Tables 52 to 54 disclose the results of the correlation analyses between the level of social desirability of establishing a community college in the locality along community demands and the profile of

Table 52

Relationship Between the Level of Social Desirability of Establishing a Community College Along Community Demands and Respondents' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Students				
Age	-0.169	1.852	1.98	NS/Accept Ho
Sex	0.144	1.569	1.98	NS/Accept Ho
Civil Status	NA	NA	NA	NA
Educational Attainment	-0.115	1.246	1.98	NS/Accept Ho
Work Experience	0.147	1.601	1.98	NS/Accept Ho
Average Monthly Income	-0.069	0.745	1.98	NS/Accept Ho
Attitude towards College Educ.	0.418	4.956	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.605	8.184	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	-0.124	1.344	1.98	NS/Accept Ho
Teachers				
Age	-0.010	0.080	1.98	NS/Accept Ho
Sex	-0.051	0.416	1.98	NS/Accept Ho
Civil Status	-0.205	1.691	1.98	S/ Reject Ho
Educational Attainment	-0.059	0.478	1.98	NS/Accept Ho
Work Experience	0.025	0.198	1.98	NS/Accept Ho
Average Monthly Income	0.090	0.728	1.98	NS/Accept Ho
Attitude towards College Educ.	0.316	2.684	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.433	3.872	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	0.0214	0.173	1.98	NS/Accept Ho
Parents				
Age	0.019	0.209	1.98	NS/Accept Ho
Sex	-0.159	1.745	1.98	NS/Accept Ho
Civil Status	-0.052	0.563	1.98	NS/Accept Ho
Educational Attainment	0.032	0.349	1.98	NS/Accept Ho
Work Experience	-0.042	0.454	1.98	NS/Accept Ho

Table 52 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Average Monthly Income	0.0442	0.480	1.98	NS/Accept Ho
Career Choices	0.0227	0.247	1.98	NS/Accept Ho
Attitude towards College Educ.	0.358	4.164	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.4865	6.049	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	0.0986	1.076	1.98	NS/Accept Ho
LGO				
Age	0.069	0.378	2.042	NS/Accept Ho
Sex	-0.120	0.663	2.042	NS/Accept Ho
Civil Status	NA	NA	NA	NA
Educ Attain	0.316	1.824	2.042	NS/Accept Ho
Work Exp	0.432	2.623	2.042	S/ Reject Ho
Average Monthly Income	0.138	0.765	2.042	NS/Accept Ho
Attitude towards College Educ.	0.097	0.535	2.042	NS/Accept Ho
Attitude Towards Establishment of a Community College	0.147	0.812	2.042	NS/Accept Ho
Expectations Relative to the Establishment of a Community College	0.1867	1.041	2.042	NS/Accept Ho
NGO				
Age	0.103	0.310	2.262	NS/Accept Ho
Sex	0.482	1.651	2.262	NS/Accept Ho
Civil Status	NA	NA	NA	NA
Educ Attain	0.020	0.059	2.262	NS/Accept Ho
Work Exp	3E-17	0.000	2.262	NS/Accept Ho
Average Monthly Income	-0.398	1.301	2.262	NS/Accept Ho
Attitude towards College Educ.	-0.059	0.176	2.262	NS/Accept Ho
Attitude Towards Establishment of a Community College	0.237	0.731	2.262	NS/Accept Ho
Expectations Relative to the Establishment of a Community College	0.231	0.711	2.262	NS/Accept Ho

Table 52 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
PE				
Age	-0.183	0.745	2.120	NS/Accept Ho
Sex	0.262	1.084	2.120	NS/Accept Ho
Civil Status	0.068	0.271	2.120	NS/Accept Ho
Educ Attain	0.192	0.781	2.120	NS/Accept Ho
Work Exp	-0.052	0.210	2.120	NS/Accept Ho
Average Monthly Income	0.102	0.410	2.120	NS/Accept Ho
Attitude towards College Educ.	0.437	1.941	2.120	NS/Accept Ho
Attitude Towards Establishment of a Community College	0.410	1.800	2.120	NS/Accept Ho
Expectations Relative to the Establishment of a Community College	0.382	1.654	2.120	NS/Accept Ho

Legend: NS - Not significant
S - Significant

the students, teachers, parents, LGO-respondents, NGO-respondents and prospective employers-respondents.

Table 52 shows that in associating the level of social desirability of establishing a community college along community demands and the profile of the students, the following variates had nothing to do with the level of social desirability of establishing a community college along community demands: age; sex; educational attainment; work experience; average monthly income; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of -0.169, 0.144, -0.115, 0.147, -0.069, and -0.124, respectively, with Fisher's t-values of 1.862, 1.569, 1.246, 1.601, 0.745, and 1.344,

which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses to these effects were accepted.

On the other hand, attitude towards college education and attitude towards establishment of a community college posed significant influence to the level of social desirability of establishing a community college in the locality along community demands. These were indicated by the r_{xy} values of 0.418 and 0.605, respectively, with Fisher's t-values of 4.956 and 8.184 which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that attitude of the students towards college education and towards establishing a community college in the locality significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along community demands. The correlation being positive denoted a direct proportional relationship, that is, the more favorable the attitude of the students towards college education and towards establishing a community college, the higher was their perceived level of social desirability of establishing a community college in their locality along community demands.

Table 52 also shows that in associating the level of social desirability of establishing a community college along community demands and the profile of the teachers, the following variates, too, had nothing to do with the level of social desirability of establishing a community college along community demands: age;

sex; civil status; educational attainment; work experience; average monthly income; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of -0.010, -0.051, -0.205; -0.059, 0.025, 0.090, and 0.02142, respectively, with Fisher's t-values of 0.080, 0.416, 1.691, 0.478, 0.198, 0.728, and 0.173 which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses to these effects were accepted.

On the other hand, attitude towards college education and attitude towards establishment of a community college posed significant influence, too, on the level of social desirability of establishing a community college in the locality along community demands. These were indicated by the r_{xy} values of 0.316 and 0.433, respectively, with Fisher's t-values of 2.684 and 3.872 which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that attitude of the teachers towards college education and towards establishing a community college in the locality significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along community demands. The correlation being positive denoted a direct proportional relationship, that is, the more favorable the attitude of the teachers towards college education and towards establishing a community college, the higher was their perceived level of social desirability of establishing a community college in their locality.

Likewise, Table 52 shows that in associating the level of social desirability of establishing a community college along community demands and the profile of the parents, the following variates, too, had nothing to do with the level of social desirability of establishing a community college along community demands: age; sex; civil status; educational attainment; work experience; average monthly income; career choices; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.019, -0.159, -0.052, 0.032, -0.0418, 0.04416, 0.02273, and 0.09855, respectively, with Fisher's t-values of 0.209, 1.745, 0.563, 0.349, 0.454, 0.480, 0.247, and 1.076 which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses to these effects were accepted.

On the other hand, attitude towards college education and attitude towards establishment of a community college posed significant influence, too, on the level of social desirability of establishing a community college in the locality along community demands. These were indicated by the r_{xy} values of 0.35795 and 0.48648, respectively, with Fisher's t-values of 4.164 and 6.049 which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that attitude of the parents towards college education and towards establishing a community college in the locality also significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along community demands. The correlation

being positive denoted a direct proportional relationship, that is, the more favorable the attitude of the parents towards college education and towards establishing a community college, the higher was their perceived level of social desirability of establishing a community college in their locality based on the community demands.

Further, Table 52 shows that in associating the level of social desirability of establishing a community college along community demands and the profile of the LGO-respondents, the following variates considered in this study had nothing to do with the level of social desirability of establishing a community college along community demands, that is, age; sex; educational attainment; average monthly income; attitude towards college education; attitude towards establishment of a community college; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.069, -0.120, 0.316, 0.138, 0.097, 0.147, and 0.18667, respectively, with Fisher's t-values of 0.378, 0.663, 1.824, 0.765, 0.535, 0.812, and 1.041, which all turned lesser than the tabular t-value of 2.042 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, work experience was the only variate that posed significant influence on the level of social desirability of establishing a community college in the locality along community demands. This was indicated by the r_{xy} value of 0.432 with a Fisher's t-value of 2.623 which was greater than the tabular t-value of 2.042 at .05 level of significance. This

suggested that the corresponding null hypothesis to this effect was rejected indicating that work experience of the LGO-respondents significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along community demands. The correlation being positive denoted a direct proportional relationship, that is, the longer the work experience of the LGO-respondents, the higher was their perceived level of social desirability of establishing a community college in their locality along community demands.

Moreover, Table 52 shows that in associating the level of social desirability of establishing a community college along community demands and the profile of the NGO-respondents, all the variates considered in this study had nothing to do with the level of social desirability of establishing a community college along community demands, that is, age; sex; educational attainment; average monthly income; attitude towards college education; attitude towards establishment of a community college; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.103, 0.482, 0.020, 3.2E-17, -0.398, -0.059, 0.237, and 0.231, respectively, with Fisher's t-values of 0.310, 1.651, 0.059, 0.000, 1.301, 0.176, 0.731, and 0.711, which all turned lesser than the tabular t-value of 2.042 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

Furthermore, Table 52 shows that in associating the level of social desirability of establishing a community college along community demands and

the profile of the prospective employer-respondents, all the variates considered in this study, also, had nothing to do with the level of socialdesirability of establishing a community college along community demands, that is, age; sex; educational attainment; average monthly income; attitude towards college education; attitude towards establishment of a community college; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of -0.183, 0.262, 0.068, 0.192, -0.052, 0.102, 0.437, 0.410, and 0.382, respectively, with Fisher's t-values of 0.745, 1.084, 0.271, 0.781, 0.210, 0.410, 1.941, 1.800, and 1.654, which all turned lesser than the t-tabular value of 2.120 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

Table 53 shows the results of the correlation analyses between the level of social desirability of establishing a community college in the locality of Paranas along community demands and the profile of the barangay-respondents from the point of view of students, teachers, parents, and LGO-respondents.

Table 53 shows that in associating the level of social desirability of establishing a community college along community demands and the profile of the barangay-respondents as assessed by the students, sources of income turned to have nothing to do with the level of social desirability of establishing a community college along community demands being manifested by the r_{xy} value of -0.031 with a Fisher's t-value of 0.334 which was lesser than the tabular t-value

of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted.

Table 53

Relationship Between the Level of Social Desirability of Establishing a Community College Along Community Demands and Respondent-Barangays' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Students				
Population	-0.252	2.805	1.98	S/Reject Ho
Annual Income	-0.257	2.864	1.98	S/Reject Ho
Sources of Income	-0.031	0.334	1.98	NS/Accept
Employment Status	0.262	2.924	1.98	S/Reject Ho
Economic Activities	0.239	2.651	1.98	S/Reject Ho
Facilities/site availability	0.245	2.722	1.98	S/Reject Ho
No. of High School Graduate	-0.255	2.840	1.98	S/ Reject Ho
Teachers				
Population	-0.275	2.308	1.98	S/Reject Ho
Annual Income	-0.152	1.237	1.98	NS/Accept Ho
Sources of Income	0.040	0.323	1.98	NS/Accept Ho
Employment Status	0.183	1.501	1.98	NS/Accept Ho
Economic Activities	0.187	1.535	1.98	NS/Accept Ho
Facilities/site availability	0.467	4.256	1.98	S/Reject Ho
No. of High School Graduate	0.040	0.319	1.98	NS/Accept Ho
Parents				
Population	-0.045	0.489	1.98	NS/Accept Ho
Annual Income	-0.106	1.158	1.98	NS/Accept Ho
Sources of Income	-0.101	1.103	1.98	NS/Accept Ho
Employment Status	0.124	1.357	1.98	NS/Accept Ho
Economic Activities	-0.042	0.454	1.98	NS/Accept Ho
Facilities/site availability	0.063	0.686	1.98	NS/Accept Ho
No. of High School Graduate	-0.067	0.729	1.98	NS/Accept Ho

Table 53 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
LGO				
Population	-0.155	0.859	2.042	NS/Accept Ho
Annual Income	-0.050	0.274	2.042	NS/Accept Ho
Sources of Income	0.544	3.551	2.042	S/Reject Ho
Employment Status	-0.285	1.629	2.042	NS/Accept Ho
Economic Activities	0.179	0.997	2.042	NS/Accept Ho
Facilities/site availability	-0.190	1.060	2.042	NS/Accept Ho
No. of High School Graduate	0.097	0.535	2.042	NS/Accept Ho

Legend: NS - Not significant
S - Significant

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along community demands based on the assessment of the students: population; annual income; employment status; economic activities; facilities/site availability; and number of high school graduate with r_{xy} values of -0.251, -0.257, 0.262, .239, 0.245, and 0.255, respectively, with Fisher's t-values of 2.805, 2.864, 2.924, 2.651, 2.722 and 2.840, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of barangay-respondents, as assessed by the students, significantly

influenced the level of social desirability of establishing a community college in the locality of Paranas along community demands.

The correlation being negative along population, annual income, and number of high school graduate denoted inverse relationship signifying that the lesser the population, annual income and number of high school graduate, the higher was the level of social desirability of establishing a community college in their locality along community demands. Expectedly, the reverse was true, however, it came out in this study that the correlation was negative.

On the other hand, the correlation being positive along employment status, economic activities and facilities/site availability denoted a direct proportional relationship, that is, the higher the magnitude of incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along community demands also.

Likewise, Table 53 shows that in associating the level of social desirability of establishing a community college along community demands and the profile of the barangay-respondents as assessed by the teachers, the following variables had nothing to do with the level of social desirability of establishing a community college along community demands: annual income; sources of income; employment of status; economic status; and number of high school graduate being indicated by the r_{xy} values of -0.152, 0.040, 0.183, 0.187, and 0.040, respectively, with the Fisher's t-values of 1.237, 0.323, 1.501, 1.535, and 0.319 which were lesser than the tabular t-value of 1.98 at .05 level of significance.

These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along community demands based on the assessment of the teachers: population; and facilities/site availability, with r_{xy} values of -0.275, and 0.467, respectively, with Fisher's t-values of 2.308, and 4.256, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of barangay-respondents, as assessed by the teachers, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along community demands.

The correlation being negative along population denoted an inverse relationship signifying that the lesser the population the barangay had, the higher was the level of social desirability of establishing a community college in their locality along community demands. Expectedly, the reverse was true, however, it came out in this study that the correlation was negative.

On the other hand, the correlation being positive along facilities/site availability denoted a direct proportional relationship, that is, the higher the magnitude of incidence of the foregoing variable, the higher was the level of social desirability of establishing a community college in their locality along community demands also.

Further, Table 53 shows that in associating the level of social desirability of establishing a community college along community demands and the profile of the barangay-respondents as assessed by the parents, all the identified variables turned out to have nothing to do with the level of social desirability of establishing a community college along community demands, that is, population; annual income; sources of income; employment status; economic activities; facilities/site availability, and number of high school graduate with r_{xy} values of -0.045, -0.106, -0.101, 0.124, -0.042, 0.063, and -0.067 with Fisher's t-values of 0.489, 1.158, 1.103, 1.357, 0.454, 0.686, and 0.729, which were lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

Moreover, Table 53 shows that in associating the level of social desirability of establishing a community college along community demands and the profile of the barangay-respondents as assessed by the LGO-respondents, the following identified variables turned out to have nothing to do with the level of social desirability of establishing a community college along community demands, that is, population; annual income; employment status; economic activities; facilities/site availability, and number of high school graduate with r_{xy} values of -0.155, -0.050, -0.285, 0.179, -0.190, and 0.097 with Fisher's t-values of 0.859, 0.274, 1.629, 0.997, 1.060, and 0.535, which were lesser than the tabular t-value of 2.042 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, sources of income posed significant influence on the level of social desirability of establishing a community college in the locality along community demands with r_{xy} value of 0.544 with a Fisher's t-value of 3.551 which turned greater than the tabular t-value of 2.042 at .05 level of significance. The correlation being positive suggested a direct proportional correlation. This meant that the more sources of income the barangay had, the higher was the level of social desirability of establishing a community college in the locality of Paranas along community demands.

Table 54 shows the results of the correlation analyses between the level of social desirability of establishing a community college in the locality of Paranas along community demands and the profile of the respondent-municipalities from the point of view of students, teachers, parents, and LGO-respondents.

Table 54 shows that in associating the level of social desirability of establishing a community college along community demands and the profile of the respondent-municipalities as assessed by the students, physical resources; elementary school age; manpower resources; and resources did not pose any significant relationship being indicated by the r_{xy} values of -0.170, -0.158, -0.162, and 0.100, respectively, with Fisher's t-values of 1.858, 1.723, 1.768, and 1.082, which turned lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

Table 54

Relationship Between the Level of Social Desirability of Establishing of a Community College Along Community Demands and Respondent-Municipalities' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Students				
Physical Resources	-0.170	1.858	1.98	NS/Accept
Human Resources				
Population	-0.214	2.360	1.98	S/Reject Ho
Elem. School Age	-0.158	1.723	1.98	NS/Accept
High School Age	-0.201	2.210	1.98	S/Reject Ho
School Age	-0.201	2.210	1.98	S/Reject Ho
Man Power Resources	-0.162	1.768	1.98	NS/Accept
Financial Resouces				
IRA	-0.215	2.371	1.98	S/Reject Ho
Resources	0.100	1.082	1.98	NS/Accept
Teachers				
Physical Resources	0.193	1.586	1.98	NS/Accept Ho
Human Resources				
Population	0.032	0.258	1.98	NS/Accept Ho
Elem. School Age	0.037	0.299	1.98	NS/Accept Ho
High School Age	0.164	1.340	1.98	NS/Accept Ho
School Age	0.073	0.590	1.98	NS/Accept Ho
Man Power Resources	0.200	1.646	1.98	NS/Accept Ho
Financial Resouces				
IRA	0.120	0.975	1.98	NS/Accept Ho
Resources	0.273	2.288	1.98	S/Reject Ho

Table 54 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Parents				
Physical Resources	-0.181	1.999	1.98	S/Reject Ho
Human Resources				
Population	-0.212	2.356	1.98	S/Reject Ho
Elem. School Age	-0.214	2.380	1.98	S/Reject Ho
High School Age	-0.195	2.160	1.98	S/Reject Ho
School Age	-0.211	2.345	1.98	S/Reject Ho
Man Power Resources	-0.181	1.999	1.98	S/Reject Ho
Financial Resouces				
IRA	-0.177	1.954	1.98	NS/Accept Ho
Resources	0.117	1.280	1.98	NS/Accept Ho
LGO				
Physical Resources	-0.118	0.651	2.042	NS/Accept Ho
Human Resources				
Population	0.069	0.379	2.042	NS/Accept Ho
Elem. School Age	0.151	0.837	2.042	NS/Accept Ho
High School Age	0.094	0.517	2.042	NS/Accept Ho
School Age	0.135	0.746	2.042	NS/Accept Ho
Man Power Resources	-0.079	0.434	2.042	NS/Accept Ho
Financial Resouces				
IRA	-0.339	1.974	2.042	NS/Accept Ho
Resources	-0.666	4.890	2.042	S/Reject Ho

Legend: NS - Not significant
S - Significant

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along community demands based on the assessment of the students:

population; high school age; school age; and IRA, with r_{xy} values of -0.214, -0.201, -0.201, and -0.215, respectively, with Fisher's t-values of 2.360, 2.210, 2.210, and 2.371, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of municipalities-respondents, as assessed by the students, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along community demands.

The correlation being negative denoted an inverse relationship signifying that the lesser the incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along community demands. Expectedly, the higher the incidence of these variables would result to a higher level of social desirability of establishing a community college in the locality along community demands, but it came out in this study that the reverse was true.

Also, Table 54 shows that in associating the level of social desirability of establishing a community college along community demands and the profile of the respondent-municipalities as assessed by the teachers, the following variables posed no significant influence to the aforementioned variable: physical resources; population; elementary school age; high school age; school age; manpower resources; and IRA being indicated by the r_{xy} values of 0.193, 0.032, 0.037, 0.164, 0.073, 0.200, and 0.120, respectively, with Fisher's t-values of 1.586,

0.258, 0.299, 1.340, 0.590, 1.646, and 0.975, which turned lesser than the tabular-t value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, resources posed significant relationship with the level of social desirability of establishing a community college in the locality along community demands based on the assessment of the teachers with r_{xy} value of 0.273 with Fisher's t-value of 2.288, which turned greater than the tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was rejected indicating that this profile of municipalities-respondents, as assessed by the teachers, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along community demands. The correlation being positive suggested that the higher the resources of the municipalities-respondents, the level of social desirability of establishing a community college along community demands was also higher.

Too, Table 54 shows that in associating the level of social desirability of establishing a community college along community demands and the profile of the respondent-municipalities as assessed by the parents, IRA and resources did not pose any significant relationship being indicated by the r_{xy} values of –0.177 and 0.117, respectively, with Fisher's t-values of 1.954 and 1.280, which turned lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along community demands based on the assessment of the parents: physical resources; population; elementary school age; high school age; school age; and manpower, with r_{xy} values of -0.181, -0.212, -0.214, -0.195, 0.211, and -0.181, respectively, with Fisher's t-values of 1.999, 2.356, 2.380, 2.160, 2.345, and 1.999, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of respondent municipalities, as assessed by the parents, significantly influenced the level of feasibility of establishing a community college in the locality of Paranas along community demands.

The correlation being negative denoted an inverse relationship signifying that the lesser the incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along community demands. Expectedly, the higher the incidence of these variables would result to a higher level of social desirability of establishing a community college in the locality along community demands, but it came out in this study that the reverse was true.

Likewise, Table 54 shows that in associating the level of social desirability of establishing a community college along community demands and the profile of the respondent-municipalities as assessed by the LGO-respondents, the

following variables posed no significant influence to the aforementioned variable: physical resources; population; elementary school age; high school age; school age; manpower resources; and IRA being indicated by the r_{xy} values of -0.118, 0.069, 0.151, 0.094, 0.135, -0.079, and -0.339, respectively, with Fisher's t-values of 0.651, 0.379, 0.837, 0.517, 0.746, 0.434, and 1.974, which turned lesser than the tabular t-value of 2.042 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, resources posed significant relationship with the level of social desirability of establishing a community college in the locality along community demands based on the assessment of the teachers with r_{xy} value of 0.666 with Fisher's t-value of 4.890, which turned greater than the tabular t-value of 2.042 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was rejected indicating that this profile of municipalities-respondents, as assessed by the LGO-respondents, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along community demands. The correlation being negative denoted an inverse relationship signifying that the lesser the incidence of the foregoing variable, the higher was the level of social desirability of establishing a community college in their locality along community demands. Expectedly, the higher the incidence of the resources would result to a higher level of social desirability of establishing a community college in the locality along community demands, but it came out in this study that the reverse was true.

Physical resources. Tables 55 to 57 disclose the results of the correlation analyses between the level of social desirability of establishing a community college in the locality along physical resources and the profile of the students, teachers, parents, LGO-respondents, NGO-respondents and prospective employers-respondents.

Table 55 shows the results of the correlation analyses in associating the level of social desirability of establishing a community college in the locality of Paranas along physical resources and the profile of the students, teachers, parents, LGO-respondents, NGO-respondents and prospective employer-respondents.

Table 55 shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of the students, the following variates had nothing to do with the level of social desirability of establishing a community college along physical resources: age; sex; educational attainment; work experience; average monthly income; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of -0.097, -0.020, 0.11415, -0.037, and -0.016, respectively, with Fisher's t-values of 1.049, 0.216, 1.237, 0.395, and 0.174, which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

Table 55

Relationship Between the Level of Social Desirability of Establishing a Community College Along Physical Resources and Respondents' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Students				
Age	-0.097	1.049	1.98	NS/ Accept Ho
Sex	-0.020	0.216	1.98	NS/ Accept Ho
Civil Status	NA	NA	NA	NA
Work Experience	0.1141	1.237	1.98	NS/ Accept Ho
Average Monthly Income	-0.037	0.395	1.98	NS/ Accept Ho
Attitude towards College Educ.	0.430	5.135	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.476	5.827	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	-0.016	0.174	1.98	NS/ Accept Ho
Teachers				
Age	-0.082	0.664	1.98	NS/ Accept Ho
Sex	-0.146	1.190	1.98	NS/ Accept Ho
Civil Status	-0.123	0.997	1.98	NS/ Accept Ho
Educational Attainment	0.048	0.386	1.98	NS/ Accept Ho
Work Experience	-0.050	0.407	1.98	NS/ Accept Ho
Average Monthly Income	-0.066	0.535	1.98	NS/ Accept Ho
Attitude towards College Educ.	0.242	2.009	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.354	3.050	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	0.130	1.057	1.98	NS/ Accept Ho
Parents				
Age	0.093	1.011	1.98	NS/ Accept Ho
Sex	-0.138	1.509	1.98	NS/ Accept Ho
Civil Status	-0.116	1.272	1.98	NS/ Accept Ho
Educational Attainment	-0.077	0.839	1.98	NS/ Accept Ho
Work Experience	-0.092	1.005	1.98	NS/ Accept Ho

Table 55 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Average Monthly Income	-0.028	0.303	1.98	NS/Accept Ho
Career Choices	-0.019	0.207	1.98	NS/Accept Ho
Attitude towards College Educ.	0.289	3.285	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.461	5.640	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	0.006	0.066	1.98	NS/Accept Ho
LGO				
Age	0.090	0.496	2.042	NS/Accept Ho
Sex	-0.137	0.758	2.042	NS/Accept Ho
Civil Status	NA	NA	NA	NA
Educational Attainment	0.040	0.221	2.042	NS/Accept Ho
Work Experience	0.300	1.725	2.042	S/ Reject Ho
Average Monthly Income	0.035	0.189	2.042	NS/Accept Ho
Attitude towards College Educ.	0.206	1.153	2.042	NS/Accept Ho
Attitude Towards Establishment of a Community College	0.218	1.225	2.042	NS/Accept Ho
Expectations Relative to the Establishment of a Community College	0.373	2.205	2.042	S/ Reject Ho
NGO				
Age	0.057	0.172	2.262	NS/Accept Ho
Sex	0.430	1.430	2.262	NS/Accept Ho
Civil Status	NA	NA	NA	NA
Educational Attainment	0.000	0.000	2.262	NS/Accept Ho
Work Experience	-0.053	0.160	2.262	NS/Accept Ho
Average Monthly Income	-0.395	1.288	2.262	NS/Accept Ho
Attitude towards College Educ.	-2E-15	0.000	2.262	NS/Accept Ho
Attitude Towards Establishment of a Community College	0.289	0.905	2.262	NS/Accept Ho
Expectations Relative to the Establishment of a Community College	0.186	0.567	2.262	NS/Accept Ho

Table 55 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
PE				
Age	0.221	0.906	2.120	NS/ Accept Ho
Sex	-0.006	0.024	2.120	NS/ Accept Ho
Civil Status	0.060	0.239	2.120	NS/ Accept Ho
Educational Attainment	-0.094	0.377	2.120	NS/ Accept Ho
Work Experience	0.158	0.641	2.120	NS/ Accept Ho
Average Monthly Income	-0.056	0.224	2.120	NS/ Accept Ho
Attitude towards College Educ.	-0.030	0.122	2.120	NS/ Accept Ho
Attitude Towards Establishment of a Community College	0.036	0.144	2.120	S/Reject Ho
Expectations Relative to the Establishment of a Community College	0.283	1.178	2.120	NS/ Accept Ho

Legend: NS - Not significant
S - Significant

On the other hand, attitude towards college education and attitude towards establishment of a community college posed significant influence on the level of social desirability of establishing a community college in the locality along physical resources. These were indicated by the r_{xy} values of 0.430 and 0.476, respectively, with Fisher's t-values of 5.135 and 4.826, which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that attitude of the students towards college education and towards establishing a community college in the locality significantly influenced their perceptions on

the level of social desirability of establishing a community college in the locality of Paranas along physical resources. The correlation being positive denoted a direct proportional relationship, that is, the more favorable the attitude of the students towards college education and towards establishing a community college, the higher was their perceived level of social desirability of establishing a community college in their locality along physical resources.

Table 55 also shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of the teachers, the following variates, too, had nothing to do with the level of social desirability of establishing a community college along physical resources: age; sex; civil status; educational attainment; work experience; average monthly income; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of -0.082, -0.146, -0.123, 0048, -0.050, -0.066, and 0.130, respectively, with Fisher's t-values of 0.664, 1.190, 0.997, 0.386, 0.407, 0.535, and 1.057 which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, attitude towards college education and attitude towards establishment of a community college posed significant influence, too, with the level of social desirability of establishing a community college in the locality along physical resources. These were indicated by the r_{xy} values of 0.242 and 0.354, respectively, with Fisher's t-values of 2.009 and 3.050, which were

greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that attitude of the teachers towards college education and towards establishing a community college in the locality significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along physical resources. The correlation being positive denoted a direct proportional relationship, that is, the more favorable the attitude of the teachers towards college education and towards establishing a community college, the higher was their perceived level of social desirability of establishing a community college in their locality.

Likewise, Table 55 shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of the parents, the following variates, too, had nothing to do with the level of social desirability of establishing a community college along physical resources: age; sex; civil status; educational attainment; work experience; average monthly income; career choices; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.093, -0.138, -0.116, -0.077, -0.092, -0.028, -0.019, and 0.006, respectively, with Fisher's t-values of 1.011, 1.509, 1.272, 0.839, 1.005, 0.303, 0.207, and 0.066, which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, attitude towards college education and attitude towards establishment of a community college posed significant influence, too, on the level of social desirability of establishing a community college in the locality along community demands. These were indicated by the r_{xy} values of 0.289 and 0..4161, respectively, with Fisher's t-values of 3.285 and 5.640, which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that attitude of the parents towards college education and towards establishing a community college in the locality also significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along physical resources. The correlation being positive denoted a direct proportional relationship, that is, the more favorable the attitude of the parents towards college education and towards establishing a community college, the higher was their perceived level of social desirability of establishing a community college in their locality based on the community demands.

Further, Table 55 shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of the LGO-respondents, the following variates considered in this study had nothing to do with the level of social desirability of establishing a community college along physical resources, that is, age; sex; educational attainment; work experience; average monthly income; attitude towards college education;

attitude towards establishment of a community college; and attitude towards establishment of a community college. These were manifested by the r_{xy} values of 0.090, -0.137, 0.040, 0.300, 0.035, 0.206, and 0.218, respectively, with Fisher's t-values of 0.496, 0.758, 0.221, 1.725, 0.189, 1.153, and 1.225, which all turned lesser than the tabular t-value of 2.042 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, expectation relative to the establishment of a community college was the only variate that posed significant influence on the level of social desirability of establishing a community college in the locality along physical resources. This was indicated by the r_{xy} value of 0.373 with a Fisher's t-value of 2.205 which was greater than the tabular t-value of 2.042 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was rejected indicating that expectations of the LGO-respondents significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along physical resources. The correlation being positive denoted a direct proportional relationship, that is, the higher the expectation of the LGO-respondents of a community college, the higher was their perceived level of social desirability of establishing a community college in their locality along physical resources.

Moreover, Table 55 shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of the NGO-respondents, all the variates considered in this study had nothing to do

with the level of social desirability of establishing a community college along community demands, that is, age; sex; educational attainment; average monthly income; attitude towards college education; attitude towards establishment of a community college; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.067, 0.430, 0.000, -0.053, -0.395, -2E-15, 0.289, and 0.186, respectively, with Fisher's t-values of 0.172, 1.430, 0.000, 0.160, 1.288, 0.000, 0.905, and 0.567, which all turned lesser than the tabular t-value of 2.262 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

Furthermore, Table 55 shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of the prospective employer-respondents, all the variates considered in this study, also, had nothing to do with the level of social desirbility of establishing a community college along physical resources, that is, age; sex; educational attainment; average monthly income; attitude towards college education; attitude towards establishment of a community college; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.221, -0.006, 0.060, -0.094, 0.158, -0.056, -0.030, 0.036, and 0.283, respectively, with Fisher's t-values of 0.906, 0.024, 0.239, 0.377, 0.641, 0.224, 0.122, 0.144, and 1.178, which all turned lesser than the tabular t-value of 2.120 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

Table 56 shows the result of the correlation analyses between the level of social desirability of establishing a community college in the locality of Paranas along physical resources and the profile of the barangay-respondents from the point of view of students, teachers, parents, and LGO-respondents.

Table 56 shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of the barangay-respondents as assessed by the students, sources of income turned to have nothing to do with the level of social desirability of establishing a community college along community demands being manifested by the r_{xy} value of -0.031 with a Fisher's t-value of 0.333 which was lesser than the tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along community demands based on the assessment of the students: population; annual income; employment status; economic activities; facilities/site availability; and number of high school graduate with r_{xy} values of -0.361, -0.403, 0.416, 0.405, 0.307, and -0.380, respectively, with Fisher's t-values of 4.163, 4.757, 4.922, 4.772, 3.474, and 4.431, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these

Table 56

Relationship Between the Level of Social Desirability of Establishing a Community College Along Physical Resources and Respondent-Barangays' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Students				
Population	-0.361	4.163	1.98	S/Reject Ho
Annual Income	-0.403	4.747	1.98	S/Reject Ho
Sources of Income	-0.03	0.333	1.98	NS/Accept Ho
Employment Status	0.416	4.922	1.98	S/Reject Ho
Economic Activities	0.405	4.772	1.98	S/Reject Ho
Facilities/site availability	0.307	3.474	1.98	S/Reject Ho
No. of High School Graduate	-0.380	4.431	1.98	S/Reject Ho
Teachers				
Population	-0.224	1.857	1.98	NS/Accept Ho
Annual Income	-0.154	1.258	1.98	NS/Accept Ho
Sources of Income	-0.018	0.146	1.98	NS/Accept Ho
Employment Status	0.196	1.612	1.98	NS/Accept Ho
Economic Activities	0.172	1.408	1.98	NS/Accept Ho
Facilities/site availability	0.416	3.689	1.98	S/Reject Ho
No. of High School Graduate	-0.165	1.349	1.98	NS/Accept Ho
Parents				
Population	-0.193	2.134	1.98	S/Reject Ho
Annual Income	-0.229	2.553	1.98	S/Reject Ho
Sources of Income	-0.048	0.520	1.98	NS/Accept Ho
Employment Status	0.222	2.472	1.98	S/Reject Ho
Economic Activities	0.213	2.371	1.98	S/Reject Ho
Facilities/site availability	0.168	1.851	1.98	NS/Accept Ho
No. of High School Graduate	-0.211	2.343	1.98	S/Reject Ho

Table 56 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
LGO				
Population	-0.056	0.307	2.042	NS/Accept Ho
Annual Income	0.032	0.178	2.042	NS/Accept Ho
Sources of Income	0.503	3.187	2.042	S/Reject Ho
Employment Status	-0.266	1.514	2.042	NS/Accept Ho
Economic Activities	0.079	0.431	2.042	NS/Accept Ho
Facilities/site availability	-0.138	0.763	2.042	NS/Accept Ho
No. of High School Graduate	-0.002	0.010	2.042	NS/Accept Ho

Legend: NS - Not significant
S - Significant

profile of barangay-respondents, as assessed by the students, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along physical resources.

The correlation being negative along population, annual income, sources of income and number of high school graduate denoted inverse relationship signifying that the lesser the population, annual income, sources of income and number of high school graduate, the higher was the level of social desirability of establishing a community college in their locality along physical resources. Normally, the higher the magnitude of incidence of the foregoing variables

would result to a higher level of social desirability of establishing a community college along the foregoing area, but in this study, the reverse was true.

On the other hand, the correlation being positive along employment status, economic activities and facilities/site availability denoted a direct proportional relationship, that is, the higher the magnitude of incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along community demands also.

Likewise, Table 56 shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of the barangay-respondents as assessed by the teachers, the following variables had nothing to do with the level of social desirability of establishing a community college along physical resources: population; annual income; sources of income; employment of status; economic status; and number of high school graduate being indicated by the r_{xy} values of -0.224, -0.154, -0.018, 0.196, 0.172, and -0.165, respectively, with the Fisher's t-values of 1.857, 1.258, 0.146, 1.612, 1.408, and 1.349, which were lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along physical demands based on the assessment of the teachers: facilities/site availability, with r_{xy} value of 0.416, with Fisher's t-values of 3.689,

which turned greater than the tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was rejected indicating that these profile of barangay-respondents, as assessed by the teachers, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along physical resources.

The correlation being positive, denoted a direct proportional relationship, that is, the higher the magnitude of incidence of the foregoing variable, the higher was the level of social desirability of establishing a community college in their locality along physical resources also.

Further, Table 56 shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of the barangay-respondents as assessed by the parents, the following identified variables turned out to have nothing to do with the level of social desirability of establishing a community college along physical resources: sources of income; and facilities/site availability with r_{xy} values of -0.048 and 0.168, respectively, with Fisher's t-values of 0.520 and 1.851, which were lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, the other identified variables, that is, population; annual income; employment status; economic status; and number of high school, posed significant influence to the level of social desirability of establishing a community college along physical resources as assessed by the parents with r_{xy}

values of -0.193, -0.229, 0.222, 0.213, and -0.211 with Fisher's t-values of 2.134, 2.553, 2.472, 2.371, and 2.343, which all turned greater than the t-tabular value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of barangay-respondents, as assessed by the parents, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along physical resources.

The correlation being negative along population, annual income, and number of high school graduate denoted inverse relationship signifying that the lesser the population, annual income, and number of high school graduate, the higher was the level of social desirability of establishing a community college in their locality along physical resources. Normally, the higher the magnitude of incidence of the foregoing variables would result to a higher level of social desirability of establishing a community college along the foregoing area, but in this study, the reverse was true.

The correlation being positive along employment status and economic activities, denoted a direct proportional relationship, that is, the higher the magnitude of incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along physical resources also.

Moreover, Table 56 shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of

the barangay-respondents as assessed by the LGO-respondents, the following identified variables turned out to have nothing to do with the level of social desirability of establishing a community college along physical resources, that is, population; annual income; employment status; economic activities; facilities/site availability, and number of high school graduate with r_{xy} values of -0.056, 0.032, -0.266, 0.079, -0.138, and -0.002 with Fisher's t-values of 0.307, 0.178, 1.514, 0.431, 0.763, and 0.010, which were lesser than the tabular t-value of 2.042 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, sources of income posed significant influence on the level of social desirability of establishing a community college in the locality along community demands with r_{xy} value of 0.503 with a Fisher's t-value of 3.187 which turned greater than the tabular t-value of 2.042 at .05 level of significance. The correlation being positive suggested a direct proportional correlation. This meant that the more sources of income the barangay had, the higher was the level of social desirability of establishing a community college in the locality of Paranas along physical resources.

Respondent-municipalities' profile. Table 57 shows the results of the correlation analyses in associating the level of social desirability of establishing a community college in the locality of Paranas along physical resources and the profile of the respondent-municipalities from the point of view of students, teachers, parents, and LGO-respondents.

Table 57

Relationship Between the Level of Social Desirability of Establishing a Community College Along Physical Resources and Respondent-Municipalities' Profile

Profile	r_{xy}	Fisher's t	$t_{tab;}$ α=0.05	Evaluation
Students				
Physical Resources	-0.33	3.711	1.98	S/Reject Ho
Human Resources				
Population	-0.34	3.880	1.98	S/Reject Ho
Elem. School Age	-0.32	3.624	1.98	S/Reject Ho
High School Age	-0.29	3.211	1.98	S/Reject Ho
School Age	-0.31	3.563	1.98	S/Reject Ho
Man Power Resources	-0.31	3.569	1.98	S/Reject Ho
Financial Resouces				
IRA	-0.37	4.338	1.98	S/Reject Ho
Resources	0.019	0.209	1.98	NS/Accept
Teachers				
Physical Resources	0.151	1.233	1.98	NS/Accept Ho
Human Resources				
Population	-0.004	0.033	1.98	NS/Accept Ho
Elem. School Age	-0.012	0.101	1.98	NS/Accept Ho
High School Age	0.094	0.760	1.98	NS/Accept Ho
School Age	0.017	0.139	1.98	NS/Accept Ho
Man Power Resources	0.151	1.231	1.98	NS/Accept Ho
Financial Resouces				
IRA	0.120	0.977	1.98	NS/Accept Ho
Resources	0.334	2.854	1.98	S/Reject Ho

Table 57 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Parents				
Physical Resources	-0.189	2.096	1.98	S/Reject Ho
Human Resources				
Population	-0.222	2.474	1.98	S/Reject Ho
Elem. School Age	-0.216	2.408	1.98	S/Reject Ho
High School Age	-0.186	2.057	1.98	S/Reject Ho
School Age	-0.211	2.344	1.98	S/Reject Ho
Man Power Resources	-0.185	2.049	1.98	S/Reject Ho
Financial Resouces				
IRA	-0.208	2.309	1.98	S/Reject Ho
Resources	0.088	0.958	1.98	NS/Accept Ho
LGO				
Physical Resources	-0.040	0.222	2.042	NS/Accept Ho
Human Resources				
Population	0.130	0.716	2.042	NS/Accept Ho
Elem. School Age	0.194	1.086	2.042	NS/Accept Ho
High School Age	0.133	0.738	2.042	NS/Accept Ho
School Age	0.178	0.992	2.042	NS/Accept Ho
Man Power Resources	-0.010	0.055	2.042	NS/Accept Ho
Financial Resouces				
IRA	-0.218	1.223	2.042	NS/Accept Ho
Resources	-0.581	3.909	2.042	S/Reject Ho

Legend: NS - Not significant
S - Significant

Table 57 shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of the respondent-municipalities as assessed by the students, resources did not pose any significant relationship being indicated by the r_{xy} value of 0.0194, with

Fisher's t-value of 0.209, which turned lesser than the tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along physical resources based on the assessment of the students: physical resources; population; elementary school age; high school age; school age; and IRA, with r_{xy} values of -0.326, -0.339, -0.319, -0.286, -0.314, -0.315, and -0.374, respectively, with Fisher's t-values of 3.711, 3.880, 3.624, 3.211, 3.563, and 4.338, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of respondent municipalities, as assessed by the students, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along physical resources.

The correlation being negative denoted an inverse relationship signifying that the lesser the incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along physical resources. Expectedly, the higher the incidence of these variables would result to a higher level of social desirability of establishing a community college in the locality along physical resources, but it came out in this study that the reverse was true.

Also, Table 57 shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of the respondent-municipalities as assessed by the teachers, the following variables posed no significant influence on the aforementioned variables: physical resources; population; elementary school age; high school age; school age; manpower resources; and IRA being indicated by the r_{xy} values of 0.151, -0.004, -0.012, 0.094, 0.017, 0.151, and 0.120, respectively, with Fisher's t-values of 1.233, 0.033, 0.101, 0.760, 0.139, 1.231, and 0.977, which turned lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, resources posed significant relationship with the level of social desirability of establishing a community college in the locality along physical resources based on the assessment of the teachers with r_{xy} value of 0.334 with Fisher's t-value of 2.854, which turned greater than the tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was rejected indicating that this profile of respondent municipalities, as assessed by the teachers, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along physical resources. The correlation being positive suggested that the higher the resources of the respondent municipalities, the level of social desirability of establishing a community college along physical resources was also higher.

Too, Table 57 shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of the respondent-municipalities as assessed by the parents, resources did not pose any significant relationship being indicated by the r_{xy} value of 0.088, with Fisher's t-value of 0.958, which turned lesser than the tabular tvalue of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along physical resources based on the assessment of the parents: physical resources; population; elementary school age; high school age; school age; manpower resources; and IRA, with r_{xy} values of -0.189, -0.222, -0.216, -0.186, 0.211, -0.185, and -0.208, respectively, with Fisher's t-values of 2.096, 2.474, 2.408, 2.057, 2.344, 2.049, and 2.309, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of respondent municipalities, as assessed by the parents, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along physical resources.

The correlation being negative denoted an inverse relationship signifying that the lesser the incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along

physical resources. Expectedly, the higher the incidence of these variables would result to a higher level of social desirability of establishing a community college in the locality along physical resources, but it came out in this study that the reverse was true.

Likewise, Table 57 shows that in associating the level of social desirability of establishing a community college along physical resources and the profile of the respondent-municipalities as assessed by the LGO-respondents, the following variables posed no significant influence on the aforementioned variables: physical resources; population; elementary school age; high school age; school age; manpower resources; and IRA being indicated by the r_{xy} values of -0.040, 0.130, 0.194, 0.133, 0.178, -0.010, and -0.218, respectively, with Fisher's t-values of 0.222, 0.716, 1.086, 0.738, 0.992, 0.055, and 1.223, which turned lesser than the tabular t-value of 2.042 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, resources posed significant relationship with the level of social desirability of establishing a community college in the locality along physical resources based on the assessment of the LGO-respondents with r_{xy} value of -0.581 with Fisher's t-value of 3.909, which turned greater than the tabular t-value of 2.042 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was rejected indicating that this profile of respondent municipalities, as assessed by the LGO-respondents, significantly influenced the level of social desirability of establishing a

community college in the locality of Paranas along physical resources. The correlation being negative denoted an inverse relationship signifying that the lesser the incidence of the foregoing variable, the higher was the level of social desirability of establishing a community college in their locality along community demands. Expectedly, the higher the incidence of the resources would result to a higher level of social desirability of establishing a community college in the locality along physical resources, but it came out in this study that the reverse was true.

Human resources. Tables 58 to 60 disclose the results of the correlation analyses between the level of social desirability of establishing a community college in the locality along human resources and the profile of the students, teachers, parents, LGO-respondents, NGO-respondents and prospective employers-respondents.

Table 58 shows the results of the correlation analyses between the level of social desirability of establishing a community college in the locality of Paranas along human resources and the profile of the students, teachers, parents, LGO-respondents, NGO-respondents and prospective employer-respondents.

Table 58 shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the students, the following variates had nothing to do with the level of social desirability of establishing a community college along physical resources: age; sex; educational attainment; work experience; average monthly income; and

Table 58

Relationship Between the Level of Social Desirability of Establishing a Community College Along Human Resources and Respondents' Profile

Profile	r_{xy}	Fisher's t	$t_{t.ab}$; a=0.05	Evaluation
Students				
Age	-0.167	1.822	1.98	NS/ Accept Ho
Sex	0.099	1.076	1.98	NS/ Accept Ho
Civil Status	NA	NA	NA	NA
Work Experience	0.040	0.428	1.98	NS/ Accept Ho
Average Monthly Income	-0.102	1.099	1.98	NS/ Accept Ho
Attitude towards College Educ.	0.350	4.025	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.447	5.382	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	-0.167	1.820	1.98	NS/ Accept Ho
Teachers				
Age	-0.144	1.173	1.98	NS/ Accept Ho
Sex	-0.159	1.295	1.98	NS/ Accept Ho
Civil Status	-0.269	2.253	1.98	S/ Reject Ho
Educational Attainment	0.026	0.208	1.98	NS/ Accept Ho
Work Experience	-0.192	1.577	1.98	NS/ Accept Ho
Average Monthly Income	-0.220	1.819	1.98	NS/ Accept Ho
Attitude towards College Educ.	0.325	2.769	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.407	3.589	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	0.139	1.133	1.98	NS/ Accept Ho
Parents				
Age	0.135	1.482	1.98	NS/ Accept Ho
Sex	-0.219	2.437	1.98	S/ Reject Ho
Civil Status	-0.002	0.024	1.98	NS/ Accept Ho
Educational Attainment	0.081	0.882	1.98	NS/ Accept Ho

Table 58 continued

Profile	r_{xy}	Fisher's t	$t_{t.ab}$; a=0.05	Evaluation
Work Experience	-0.122	1.335	1.98	NS/ Accept Ho
Average Monthly Income	-0.015	0.160	1.98	NS/ Accept Ho
Career Coices	0.074	0.808	1.98	NS/ Accept Ho
Attitude towards College Educ.	0.169	1.865	1.98	NS/ Accept Ho
Attitude Towards Establishment of a Community College	0.270	3.050	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	0.021	0.224	1.98	NS/ Accept Ho
LGO				
Age	-0.022	0.122	2.042	NS/ Accept Ho
Sex	-0.046	0.252	2.042	NS/ Accept Ho
Civil Status	NA	NA	NA	NA
Educational Attainment	0.188	1.050	2.042	NS/ Accept Ho
Work Experience	0.229	1.289	2.042	S/ Reject Ho
Average Monthly Income	-0.024	0.132	2.042	NS/ Accept Ho
Attitude towards College Educ.	0.238	1.341	2.042	NS/ Accept Ho
Attitude Towards Establishment of a Community College	0.317	1.828	2.042	NS/ Accept Ho
Expectations Relative to the Establishment of a Community College	0.482	3.010	2.042	S/ Reject Ho
NGO				
Age	0.057	0.172	2.262	NS/ Accept Ho
Sex	0.359	1.152	2.262	NS/ Accept Ho
Civil Status	NA	NA	NA	NA
Educational Attainment	0.023	0.068	2.262	NS/ Accept Ho
Work Experience	-0.053	0.160	2.262	NS/ Accept Ho
Average Monthly Income	-0.395	1.288	2.262	NS/ Accept Ho
Attitude towards College Educ.	0.167	0.509	2.262	NS/ Accept Ho
Attitude Towards Establishment of a Community College	0.489	1.680	2.262	NS/ Accept Ho
Expectations Relative to the Establishment of a Community College	0.124	0.376	2.262	NS/ Accept Ho

Table 58 continued

Profile	r_{xy}	Fisher's *t*	t_{tab}; a=0.05	Evaluation
PE				
Age	0.208	0.828	2.120	NS/Accept Ho
Sex	-0.235	0.965	2.120	NS/Accept Ho
Civil Status	0.216	0.886	2.120	NS/Accept Ho
Educ Attainment	-0.215	0.881	2.120	NS/Accept Ho
Work Experience	-0.210	0.859	2.120	NS/Accept Ho
Average Monthly Income	-0.331	1.404	2.120	NS/Accept Ho
Attitude towards College Educ.	0.494	2.273	2.120	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.213	0.873	2.120	NS/Accept Ho
Expectations Relative to the Establishment of a Community College	0.072	0.287	2.120	NS/Accept Ho

Legend: NS - Not significant
S - Significant

expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of -0.167, 0.099, 0.040, -0.102, and -0.167, respectively, with Fisher's t-values of 1.822, 1.076, 0.428, 1.099, and 1.820, which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, attitude towards college education and attitude towards establishment of a community college posed significant influence on the level of social desirability of establishing a community college in the locality along human resources. These were indicated by the r_{xy} values of 0.350 and

0.447, respectively, with Fisher's t-values of 4.025 and 5.382, which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that attitude of the students towards college education and towards establishing a community college in the locality significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along human resources. The correlation being positive denoted a direct proportional relationship, that is, the more favorable the attitude of the students towards college education and towards establishing a community college, the higher was their perceived level of social desirability of establishing a community college in their locality along human resources.

Table 58 also shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the teachers, the following variates had nothing to do with the level of social desirability of establishing a community college along physical resources: age; sex; educational attainment; work experience; average monthly income; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of -0.144, -0.159, 0.026, -0.192, -0.220, and 0.139, respectively, with Fisher's t-values of 1.173, 1.295, 0.208, 1.577, 1.819, and 1.133, which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, civil status, attitude towards college education and attitude towards establishment of a community college posed significant influence on the level of social desirability of establishing a community college in the locality along human resources. These were indicated by the r_{xy} values of -0.269, 0.325, and 0.407, respectively, with Fisher's t-values of 2.253, 2.769, and 3.589, which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that attitude of the teachers towards college education and towards establishing a community college in the locality significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along human resources.

The correlation being negative along civil status denoted an inverse correlation signifying that the teachers who had been ever-married tend to assess higher level of social desirability of establishing a community college in the locality along human resources.

The correlation being positive along attitude towards college education and attitude towards establishing a community college in the area, denoted a direct proportional relationship, that is, the more favorable the attitude of the teachers towards college education and towards establishing a community college, the higher was their perceived level of social desirabiliry of establishing a community college in their locality.

Likewise, Table 58 presents that in associating the level of social desirability of establishing a community college along physical resources and the profile of the parents, the following variates, had nothing to do with the level of social desirability of establishing a community college along human resources: age; civil status; educational attainment; work experience; average monthly income; career choices; attitude towards college education and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.135, -0.002, 0.081, 0.122, 0.015, 0.074, 0.169, and 0.021, respectively, with Fisher's t-values of 1.482, 0.024, 0.882, 1.335, 0.160, 0.808, 1.865, and 0.224, which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, sex and attitude towards establishment of a community college posed significant influence, too, to the level of social desirability of establishing a community college in the locality along community demands. These were indicated by the r_{xy} values of -0.219 and 0.270, respectively, with Fisher's t-values of 2.437 and 3.050, which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that sex and attitude of the parents towards establishing a community college in the locality significantly influenced their perceptions on the level of social desirability

of establishing a community college in the locality of Paranas along human resources.

The correlation being negative along sex denoted an inverse correlation. This suggested that the female parent-respondents had a higher perceived level of social desirability of establishing a community college in the locality along human resources than the male counterparts.

The correlation being positive along attitude towards the establishment of a community college denoted a direct proportional relationship, that is, the more favorable the attitude of the parents towards establishing a community college, the higher was their perceived level of social desirability of establishing a community college in their locality based on the human resources.

Further, Table 58 shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the LGO-respondents, the following variates considered in this study had nothing to do with the level of social desirability of establishing a community college along human resources, that is, age; sex; educational attainment; work experience; average monthly income; attitude towards college education; attitude towards establishment of a community college; and attitude towards establishment of a community college. These were manifested by the r_{xy} values of -0.022, -0.046, 0.188, 0.229, -0.024, 0.238, and 0.317, respectively, with Fisher's t-values of 0.122, 0.252, 1.050, 1.289, 0.132, 1.341, and 1.828, which all turned lesser than the tabular

t-value of 2.042 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, expectation relative to the establishment of a community college was the only variate that posed significant influence on the level of social desirability of establishing a community college in the locality along human resources. This was indicated by the r_{xy} value of 0.482 with a Fisher's t-value of 3.010 which was greater than the tabular t-value of 2.042 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was rejected indicating that expectations of the LGO-respondents significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along physical resources. The correlation being positive denoted a direct proportional relationship, that is, the higher the expectation of the LGO-respondents of a community college, the higher was their perceived level of social desirability of establishing a community college in their locality along physical resources.

Moreover, Table 58 shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the NGO-respondents, all the variates considered in this study had nothing to do with the level of feasibility of establishing a community college along community demands, that is, age; sex; educational attainment; average monthly income; attitude towards college education; attitude towards establishment of a community college; and expectations relative to the establishment of a

community college. These were manifested by the r_{xy} values of 0.057, 0.359, 0.023, -0.053, -0.395, 0.167, 0.489, and 0.124, respectively, with Fisher's t-values of 0.172, 1.152, 0.068, 0.160, 1.288, 0.509, 1.680, and 0.376, which all turned lesser than the t-tabular value of 2.262 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

Furthermore, Table 58 shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the prospective employer-respondents, the following variates considered in this study, had nothing to do with the level of social desirability of establishing a community college along human resources, that is, age; sex; educational attainment; average monthly income; attitude towards establishment of a community college; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.203, -0.235, 0.216, -0.215, -0.210, -0.331, 0.213, and 0.072, respectively, with Fisher's t-values of 0.828, 0.965, 0.886, 0.881, 0.859, 1.404, 0.873, and 0.287, which all turned lesser than the t-tabular value of 2.120 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, attitude towards college education posed a significant influence on the perceptions of the prospective employer-respondents relative to the level of social desirability of establishing a community college in the locality along human resources. This was indicated by the r_{xy} value of 0.494 with a

Fisher's t-value of 2.273, which was higher than the tabular t-value of 2.120. This suggested that the higher was the attitude of the prospective employer respondents towards college education, their perceived level of social desirability of establishing a community college in the locality along human resources was also higher.

Table 59 shows the results of the correlation analyses between the level of social desirabvility of establishing a community college in the locality of Paranas along human resources and the profile of the barangay-respondents from the point of view of students, teachers, parents, and LGO-respondents.

Table 59 shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the respondent barangays assessed by the students, sources of income turned to have nothing to do with the level of social desirability of establishing a community college along human resources being manifested by the r_{xy} value of -0.054 with a Fisher's t-value of 0.585 which was lesser than the tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along human resources based on the assessment of the students: population; annual income; employment status; economic activities; facilities/site availability; and

Table 59

Relationship Between the Level of Social Desirability of Establishing of a Community College Along Human Resources and Respondent-Barangays Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Students				
Population	-0.216	2.379	1.98	S/Reject Ho
Annual Income	-0.258	2.878	1.98	S/Reject Ho
Sources of Income	-0.054	0.585	1.98	NS/Accept Ho
Employment Status	0.265	2.957	1.98	S/Reject Ho
Economic Activities	0.265	2.958	1.98	S/Reject Ho
Facilities/site availability	0.188	2.064	1.98	S/Reject Ho
No. of High School Graduate	-0.235	2.602	1.98	S/Reject Ho
Teachers				
Population	-0.075	0.610	1.98	NS/Accept Ho
Annual Income	-0.007	0.060	1.98	NS/Accept Ho
Sources of Income	0.055	0.444	1.98	NS/Accept Ho
Employment Status	0.024	0.190	1.98	NS/Accept Ho
Economic Activities	-0.085	0.687	1.98	NS/Accept Ho
Facilities/site availability	0.160	1.309	1.98	NS/Accept Ho
No. of High School Graduate	-0.066	0.535	1.98	NS/Accept Ho
Parents				
Population	0.040	0.437	1.98	NS/Accept Ho
Annual Income	0.005	0.052	1.98	NS/Accept Ho
Sources of Income	-0.108	1.183	1.98	NS/Accept Ho
Employment Status	0.019	0.209	1.98	NS/Accept Ho
Economic Activities	-0.036	0.395	1.98	NS/Accept Ho
Facilities/site availability	0.038	0.417	1.98	NS/Accept Ho
No. of High School Graduate	0.002	0.017	1.98	NS/Accept Ho
LGO				
Population	0.224	1.259	2.042	NS/Accept Ho
Annual Income	0.415	2.497	2.042	S/Reject Ho
Sources of Income	0.765	6.514	2.042	S/Reject Ho
Employment Status	-0.716	5.623	2.042	S/Reject Ho
Economic Activities	-0.113	0.625	2.042	NS/Accept Ho
Facilities/site availability	0.292	1.670	2.042	NS/Accept Ho
No. of High School Graduate	0.392	2.336	2.042	S/Reject Ho

Legend: NS - Not significant
S - Significant

number of high school graduate with r_{xy} values of -0.216, -0.258, 0.265, 0.265, 0.188, and 0.235, respectively, with Fisher's t-values of 2.379, 2.878, 2.957, 2.958, 2.064, and 2.602, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of barangay-respondents, as assessed by the students, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along human resources.

The correlation being negative along population, annual income, sources and number of high school graduate denoted inverse relationship signifying that the lesser the population, annual income, and number of high school graduate, the higher was the level of social desirability of establishing a community college in their locality along human resources. Normally, the higher the magnitude of incidence of the foregoing variables would result to a higher level of social desirability of establishing a community college along the foregoing area, but in this study, the reverse was true.

On the other hand, the correlation being positive along employment status, economic activities and facilities/site availability denoted a direct proportional relationship, that is, the higher the magnitude of incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along human resources also.

Likewise, Table 59 shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the barangay-respondents as assessed by the teachers, all the identified variables had nothing to do with the level of social desirability of establishing a community college along human resources: population; annual income; sources of income; employment of status; economic activities; facilities/site availability; and number of high school graduate being indicated by the r_{xy} values of -0.075, -0.007, 0.055, 0.024, -0.085, 0.160, and -0.066, respectively, with the Fisher's t-values of 0.610, 0.060, 0.444, 0.190, 0.687, 1.309, and 0.535, which were lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

Further, Table 59 shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the barangay-respondents as assessed by the parents, all the identified variables had nothing to do with the level of social desirability of establishing a community college along human resources: population; annual income; sources of income; employment of status; economic activities; facilities/site availability; and number of high school graduate being indicated by the r_{xy} values of 0.040, 0.005, -0.108, 0.019, -0.036, 0.038, and 0.002, respectively, with the Fisher's t-values of 0.437, 0.052, 1.183, 0.209, 0.395, 0.417, and 0.17, which were lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

Moreover, Table 59 shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the barangay-respondents as assessed by the LGO-respondents, the following identified variables turned out to have nothing to do with the level of social desirability of establishing a community college along physical resources, that is, population; economic activities; and facilities/site availability with r_{xy} values of 0.224, -0.113, and 0.292 with Fisher's t-values of 1.259, 0.625, and 1.670, which were lesser than the tabular t-value of 2.042 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, annual income; sources of income; employment status; and number of high school graduate posed significant influence on the level of social desirability of establishing a community college in the locality along human resources with r_{xy} values of 0.415, 0.765, -0.716, and 0.392, respectively with a Fisher's t-values of 2.497, 6.514, 5.623, and 2.336, which turned greater than the tabular t-value of 2.042 at .05 level of significance.

The correlation being negative along employment status denoted an inverse correlation which indicated that the lower the employment status of the proponent municipalities, the higher was the level of social desirability of establishing a community college in the locality along human resources. It is expected that when the employment status tend to be high, the level of social desirability of establishing a community college in the locality along human resources could be high also. But in this study, the result showed the reverse.

The correlation being positive along annual income, sources of income, and number of high school graduate suggested a direct proportional correlation. This meant that the higher annual income the barangay raised, the more sources of income the barangay had, and the higher number of high school graduate, the higher was the level of social desirability of establishing a community college in the locality of Paranas along human resources.

Table 60 shows the result of the correlation analysis between the level of social desirability of establishing a community college in the locality of Paranas along human resources and the profile of the respondent-municipalities from the point of view of students, teachers, parents, and LGO-respondents.

Table 60 shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the respondent-municipalities as assessed by the students, resources did not pose any significant relationship being indicated by the r_{xy} value of 0.102, with Fisher's t-value of 1.104, which turned lesser than the tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along physical resources based on the assessment of the students: physical resources; population; elementary school age; high school age; school

Table 60

Relationship Between the Level of Feasibility of Establishing a Community College Along Human Resources and Respondent-Municipalities' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Students				
Physical Resources	-0.243	2.703	1.98	S/Reject Ho
Human Resources				
Population	-0.281	3.150	1.98	S/Reject Ho
Elem. School Age	-0.273	3.059	1.98	S/Reject Ho
High School Age	-0.237	2.632	1.98	S/Reject Ho
School Age	-0.267	2.984	1.98	S/Reject Ho
Man Power Resources	-0.238	2.642	1.98	S/Reject Ho
Financial Resouces				
IRA	-0.266	2.975	1.98	S/Reject Ho
Resources	0.102	1.104	1.98	NS/Accept
Teachers				
Physical Resources	0.236	1.955	1.98	NS/Accept Ho
Human Resources				
Population	0.187	1.534	1.98	NS/Accept Ho
Elem. School Age	0.176	1.442	1.98	NS/Accept Ho
High School Age	0.200	1.646	1.98	NS/Accept Ho
School Age	0.185	1.516	1.98	NS/Accept Ho
Man Power Resources	0.231	1.917	1.98	NS/Accept Ho
Financial Resouces				
IRA	0.240	1.990	1.98	S/Reject Ho
Resources	0.104	0.841	1.98	NS/Accept Ho

Table 60 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Parents				
Physical Resources	0.027	0.293	1.98	NS/Accept Ho
Human Resources				
Population	-0.019	0.210	1.98	NS/Accept Ho
Elem. School Age	-0.035	0.384	1.98	NS/Accept Ho
High School Age	-0.021	0.229	1.98	NS/Accept Ho
School Age	-0.032	0.347	1.98	NS/Accept Ho
Man Power Resources	0.020	0.216	1.98	NS/Accept Ho
Financial Resouces				
IRA	0.058	0.626	1.98	NS/Accept Ho
Resources	0.157	1.724	1.98	NS/Accept Ho
LGO				
Physical Resources	0.437	2.660	2.042	S/Reject Ho
Human Resources				
Population	0.539	3.501	2.042	S/Reject Ho
Elem. School Age	0.624	4.373	2.042	S/Reject Ho
High School Age	0.624	4.374	2.042	S/Reject Ho
School Age	0.634	4.485	2.042	S/Reject Ho
Man Power Resources	0.475	2.960	2.042	S/Reject Ho
Financial Resouces				
IRA	0.136	0.754	2.042	NS/Accept Ho
Resources	-0.629	4.436	2.042	S/Reject Ho

Legend: NS - Not significant
S - Significant

age; and IRA, with r_{xy} values of -0.243, -0.281, -0.273, -0.237, -0.267, -0.238, and -0.266, respectively, with Fisher's t-values of 2.703, 3.150, 3.059, 2.632, 2.984, 2.642,

and 2.975, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of municipalities-respondents, as assessed by the students, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along human resources.

The correlation being negative denoted an inverse relationship signifying that the lesser the incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along human resources. Expectedly, the higher the incidence of these variables would result to a higher level of social desirability of establishing a community college in the locality along human resources, but it came out in this study that the reverse was true.

Also, Table 60 shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the respondent-municipalities as assessed by the teachers, the following variables posed no significant influence on the aforementioned variable: physical resources; population; elementary school age; high school age; school age; manpower resources; and resources being indicated by the r_{xy} values of 0.236, 0.187, 0.176, 0.200, 0.185, 0.231, and 0.104, respectively, with Fisher's t-values of 1.955, 1.534, 1.442, 1.646, 1.516, 1.917, and 0.841, which turned lesser than the

tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, IRA posed significant relationship with the level of social desirability of establishing a community college in the locality along human resources based on the assessment of the teachers with r_{xy} value of 0.240 with Fisher's t-value of 1.990, which turned greater than the tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was rejected indicating that this profile of municipalities-respondents, as assessed by the teachers, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along human resources. The correlation being positive suggested that the higher the resources of the respondent municipalities, the level of social desirability of establishing a community college along human resources was also higher.

Too, Table 60 shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the respondent-municipalities as assessed by the parents, all the indicators identified along this area did not pose any significant relationship to the aforementioned variable, being indicated by the r_{xy} values of 0.027, -0.019, -0.035, -0.021, -0.032, 0.020, 0.058, and 0.157, with Fisher's t-values of 0.293, 0.210, 0.384, 0.229, 0.347, 0.216, 0.626, and 1.724, which turned lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

Likewise, Table 60 shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the respondent-municipalities as assessed by the LGO-respondents, the following variable posed no significant influence on the aforementioned variable: IRA, being indicated by the r_{xy} value of 0.135, with Fisher's t-value of 0.754, which turned lesser than the tabular t-value of 2.042 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along human resources based on the assessment of the LGO-respondents: physical resources; population; elementary school age; high school age; school age; man power resources; and resources, with r_{xy} values of 0.437, 0.539, 0.624, 0.624, 0.634, 0.475, and -0.629, with Fisher's t-values of 2.660, 3.501, 4.373, 4.374, 4.485, 2.960, and 4.436, which turned greater than the tabular t-value of 2.042 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that this profile of municipalities-respondents, as assessed by the LGO-respondents, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along human resources.

The correlation being negative along resources denoted an inverse relationship signifying that the lesser the incidence of the foregoing variable, the higher was the level of social desirability of establishing a community college in

their locality along community demands. Expectedly, the higher the incidence of the resources would result to a higher level of social desirability of establishing a community college in the locality along physical resources, but it came out in this study that the reverse was true.

On the other hand, the correlation being positive along physical resources, population, elementary school age, high school age, school age, and man power resources denoted a direct proportional correlation. These signified that the higher the magnitude of incidence of the aforecited variables, the higher was the perceived level of social desirability of establishing a community college in the locality along human resources.

Financial resources. Tables 61 to 63 disclose the results of the correlation analyses between the level of social desirability of establishing a community college in the locality along financial resources and the profile of the students, teachers, parents, LGO-respondents, NGO-respondents and prospective employers-respondents.

Table 61 shows the results of the correlation analyses in associating the level of social desirability of establishing a community college in the locality of Paranas along human resources and the profile of the students, teachers, parents, LGO-respondents, NGO-respondents and prospective employer-respondents.

Table 61 shows that in associating the level of social desirability of establishing a community college along financial resources and the profile of the

Table 61

Relationship Between the Level of Feasibility of Establishing a Community College Along Financial Resources and Respondents' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Students				
Age	-0.075	0.809	1.98	NS/Accept Ho
Sex	0.278	3.116	1.98	S/ Reject Ho
Civil Status		NA	NA	NA
Work Experience	0.022	0.242	1.98	NS/Accept Ho
Average Monthly Income	-0.192	2.103	1.98	S/ Reject Ho
Attitude towards College Educ.	0.361	4.170	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.433	5.177	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	-0.175	1.917	1.98	NS/Accept Ho
Teachers				
Age	-0.033	0.266	1.98	NS/Accept Ho
Sex	-0.134	1.089	1.98	NS/Accept Ho
Civil Status	-0.173	1.415	1.98	S/ Reject Ho
Educational Attainment	-0.008	0.061	1.98	NS/Accept Ho
Work Experience	-0.033	0.269	1.98	NS/Accept Ho
Average Monthly Income	-0.151	1.229	1.98	NS/Accept Ho
Attitude towards College Educ.	0.335	2.865	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.346	2.971	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	0.193	1.587	1.98	NS/Accept Ho
Parents				
Age	0.024	0.257	1.98	NS/Accept Ho
Sex	-0.179	1.982	1.98	S/ Reject Ho
Civil Status	-0.016	0.176	1.98	NS/Accept Ho

Table 61 continued

Profile	r_{xy}	Fisher's t	$t_{\alpha,df}$; a=0.05	Evaluation
Educational Attainment	-0.049	0.530	1.98	NS/ Accept Ho
Work Experience	-0.082	0.896	1.98	NS/ Accept Ho
Average Monthly Income	-0.024	0.261	1.98	NS/ Accept Ho
Career Coices	0.071	0.776	1.98	NS/ Accept Ho
Attitude towards College Educ.	0.354	4.107	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.380	4.469	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	0.001	0.013	1.98	NS/ Accept Ho
LGO				
Age	0.195	1.090	2.042	NS/ Accept Ho
Sex	-0.081	0.447	2.042	NS/ Accept Ho
Civil Status	NA	NA	NA	NA
Educational Attainment	0.120	0.661	2.042	NS/ Accept Ho
Work Experience	-0.106	0.582	2.042	NS/ Accept Ho
Average Monthly Income	-0.005	0.030	2.042	NS/ Accept Ho
Attitude towards College Educ.	0.044	0.240	2.042	NS/ Accept Ho
Attitude Towards Establishment of a Community College	-0.083	0.458	2.042	NS/ Accept Ho
Expectations Relative to the Establishment of a Community College	0.184	1.022	2.042	NS/ Accept Ho
NGO				
Age	0.076	0.229	2.262	S/ Reject Ho
Sex	0.368	1.187	2.262	NS/ Accept Ho
Civil Status	NA	NA	NA	NA
Educational Attainment	0.057	0.171	2.262	NS/ Accept Ho
Work Experience	-0.053	0.160	2.262	NS/ Accept Ho
Average Monthly Income	-0.356	1.142	2.262	NS/ Accept Ho
Attitude towards College Educ.	0.185	0.566	2.262	NS/ Accept Ho
Attitude Towards Establishment of a Community College	0.487	1.674	2.262	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	0.091	0.275	2.262	NS/ Accept Ho

Table 61 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
PE				
Age	0.330	1.396	2.120	NS/Accept Ho
Sex	-0.051	0.204	2.120	NS/Accept Ho
Civil Status	0.275	1.142	2.120	NS/Accept Ho
Educational Attainment	-0.270	1.122	2.120	NS/Accept Ho
Work Experience	-0.176	0.715	2.120	NS/Accept Ho
Average Monthly Income	-0.390	1.695	2.120	NS/Accept Ho
Attitude towards College Educ.	0.310	1.306	2.120	NS/Accept Ho
Attitude Towards Establishment of a Community College	0.280	1.167	2.120	NS/Accept Ho
Expectations Relative to the Establishment of a Community College	0.055	0.221	2.120	NS/Accept Ho

Legend: NS - Not significant
S - Significant

students, the following variates had nothing to do with the level of social desirability of establishing a community college along financial resources: age; work experience; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of -0.075, 0.022, and -0.175, respectively, with Fisher's t-values of 0.809, 0.242, and 1.917, which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, sex; average monthly income; attitude towards college education and attitude towards establishment of a community college posed

significant influence on the level of social desirability of establishing a community college in the locality along financial resources. These were indicated by the r_{xy} values of 0.278, -0.192, 0.361, and 0.433, respectively, with Fisher's t-values of 3.116, 2.103, 4.170, and 5.177, which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that exe, average monthly income, attitude of the students towards college education and towards establishing a community college in the locality significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along financial resources.

The correlation being negative along average monthly income denoted an inverse correlation signifying that the lesser the average monthly income earned by the families of the students, the higher was the level of social desirability of establishing a community college in the locality along financial resources.

The correlation being positive along sex, attitude towards college education and attitude towards establishing the community college denoted a direct proportional relationship, that is, the more favorable the magnitude of incidence of the foregoing variables, the higher was their perceived level of social desirability of establishing a community college in their locality along financial resources.

Table 61 also shows that in associating the level of social desirability of establishing a community college along financial resources and the profile of the

teachers, the following variates had nothing to do with the level of social desirability of establishing a community college along financial resources: age; sex; civil status; educational attainment; work experience; average monthly income; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of -0.033, -0.134, -0.173, -0.008, -0.033, -0.151, and 0.193, respectively, with Fisher's t-values of 0.266, 1.809, 1.415, 0.061, 0.269, 1.229, and 1.587, which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, attitude towards college education and attitude towards establishment of a community college posed significant influence on the level of social desirability of establishing a community college in the locality along financial resources. These were indicated by the r_{xy} values of 0.335, and 0.346, respectively, with Fisher's t-values of 2.865 and 2.971, which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that attitude of the teachers towards college education and towards establishing a community college in the locality significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along financial resources.

The correlation being positive along attitude towards college education and attitude towards establishing a community college in the area, denoted a

direct proportional relationship, that is, the more favorable the attitude of the teachers towards college education and towards establishing a community college, the higher was their perceived level of social desirability of establishing a community college in their locality.

Likewise, Table 61 shows that in associating the level of social desirability of establishing a community college along financial resources and the profile of the parents, the following variates, had nothing to do with the level of social desirability of establishing a community college along human resources: age; civil status; educational attainment; work experience; average monthly income; career choices; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.024, -0.016, -0.049, -0.082, -0.024, 0.071, and 0.001, respectively, with Fisher's t-values of 0.257, 0.176, 0.530, 0.896, 0.261, 0.776, and 0.013, which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, sex; attitude towards college education; and attitude towards establishment of a community college posed significant influence, too, on the level of social desirability of establishing a community college in the locality along financial resources. These were indicated by the r_{xy} values of -0.179, 0.354, and 0.380, respectively, with Fisher's t-values of 1.982, 4.107, and 4.469, which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these

effects were rejected indicating that sex, attitude towards college education and attitude of the parents towards establishing a community college in the locality significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along financial resources.

The correlation being negative along sex denoted an inverse correlation. This suggested that the female parent-respondents had a higher perceived level of social desirability of establishing a community college in the locality along financial resources than the male counterparts.

The correlation being positive along attitude towards college education and attitude towards the establishment of a community college denoted a direct proportional relationship, that is, the more favorable the attitude of the parents towards college education and towards establishing a community college, the higher was their perceived level of social desirability of establishing a community college in their locality based on the financial resources.

Further, Table 61 shows that in associating the level of social desirability of establishing a community college along financial resources and the profile of the LGO-respondents, all the variates considered in this study had nothing to do with the level of social desirability of establishing a community college along financial resources, that is, age; sex; educational attainment; work experience; average monthly income; attitude towards college education; attitude towards establishment of a community college; attitude towards establishment of a

community college; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.195, -0.081, 0.120, -0.106, -0.005, 0.044, -0.083, and 0.184, respectively, with Fisher's t-values of 1.090, 0.447, 0.661, 0.582, 0.030, 0.240, 0.458, and 1.022, which all turned lesser than the tabular t-value of 2.042 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

Moreover, Table 61 shows that in associating the level of social desirability of establishing a community college along financial resources and the profile of the NGO-respondents, all the variates considered in this study had nothing to do with the level of social desirability of establishing a community college along financial resources, that is, age; sex; educational attainment; average monthly income; attitude towards college education; attitude towards establishment of a community college; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.076, 0.368, 0.057, -0.053, -0.356, 0.185, 0.487, and 0.091, respectively, with Fisher's t-values of 0.229, 1.187, 0.171, 0.160, 1.142, 0.566, 1.674, and .0275, which all turned lesser than the tabular t-value of 2.262 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

Furthermore, Table 61 shows that in associating the level of social desirability of establishing a community college along financial resources and the profile of the prospective employer-respondents, all the variates also that were considered in this study had nothing to do with the level of social desirability of

establishing a community college along financial resources, that is, age; sex; educational attainment; average monthly income; attitude towards college education; attitude towards establishment of a community college; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.330, -0.051, 0.275, -0.270, -0.176, -0.390, 0.310, 0.280, and 0.055, respectively, with Fisher's t-values of 1.396, 0.204, 1.142, 1.122, 0.715, 1.695, 1.306, 1.167, and 0.221, which all turned lesser than the tabular t-value of 2.120 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

Table 62 shows the results of the correlation analyses between the level of social desirability of establishing a community college in the locality of Paranas along financial resources and the profile of the barangay-respondents from the point of view of students, teachers, parents, and LGO-respondents.

Table 62 shows that in associating the level of social desirability of establishing a community college along human resources and the profile of the barangay-respondents as assessed by the students, population and sources of income turned to have nothing to do with the level of social desirability of establishing a community college along financial resources being manifested by the r_{xy} value of -0.107 and -0.141 with a Fisher's t-value of 1.157 and 1.537 which were lesser than the t-tabular value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

Table 62

Relationship Between the Level of Social Desirability of Establishing a Community College Along Financial Resources and Respondent-Barangays' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Students				
Population	-0.107	1.157	1.98	NS/Accept Ho
Annual Income	-0.274	3.072	1.98	S/Reject Ho
Sources of Income	-0.141	1.587	1.98	NS/Accept Ho
Employment Status	0.248	2.754	1.98	S/Reject Ho
Economic Activities	0.197	2.169	1.98	S/Reject Ho
Facilities/site availability	NA	NA	NA	NA
No. of High School Graduate	-0.226	2.495	1.98	S/Reject Ho
Teachers				
Population	-0.224	1.854	1.98	NS/Accept Ho
Annual Income	-0.114	0.926	1.98	NS/Accept Ho
Sources of Income	0.107	0.868	1.98	NS/Accept Ho
Employment Status	0.131	1.062	1.98	NS/Accept Ho
Economic Activities	0.122	0.990	1.98	NS/Accept Ho
Facilities/site availability	0.346	2.970	1.98	S/Reject Ho
No. of High School Graduate	-0.139	1.130	1.98	NS/Accept Ho
Parents				
Population	-0.170	1.876	1.98	NS/Accept Ho
Annual Income	-0.240	2.690	1.98	S/Reject Ho
Sources of Income	-0.074	0.808	1.98	NS/Accept Ho
Employment Status	0.259	2.916	1.98	S/Reject Ho
Economic Activities	0.190	2.104	1.98	S/Reject Ho
Facilities/site availability	0.139	1.521	1.98	NS/Accept Ho
No. of High School Graduate	-0.237	2.653	1.98	S/Reject Ho
LGO				
Population	0.377	2.232	2.042	S/Reject Ho
Annual Income	0.445	2.724	2.042	S/Reject Ho
Sources of Income	0.264	1.498	2.042	S/Reject Ho
Employment Status	-0.372	2.193	2.042	S/Reject Ho
Economic Activities	-0.308	1.773	2.042	NS/Accept Ho
Facilities/site availability	0.369	2.177	2.042	S/Reject Ho
No. of High School Graduate	0.454	2.792	2.042	S/Reject Ho

Legend: NS - Not significant
S - Significant

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along financial resources based on the assessment of the students: annual income; employment status; economic activities; and number of high school graduate with r_{xy} values of -0.274, 0.248, 0.197, and -0.226, respectively, with Fisher's t-values of 3.072, 2.754, 2.169, and 2.495, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of respondent barangays, as assessed by the students, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along financial resources.

The correlation being negative along annual income, and number of high school graduate denoted inverse relationship signifying that the lesser the annual income, and number of high school graduate, the higher was the level of social desirability of establishing a community college in their locality along financial resources. Normally, the higher the magnitude of incidence of the foregoing variables would result to a higher level of social desirability of establishing a community college along the foregoing area, but in this study, the reverse was true.

On the other hand, the correlation being positive along employment status; and economic activities denoted a direct proportional relationship, that is, the higher the magnitude of incidence of the foregoing variables, the higher was

the level of social desirability of establishing a community college in their locality along financial resources also.

Likewise, Table 62 shows that in associating the level of social desirability of establishing a community college along financial resources and the profile of the barangay-respondents as assessed by the teachers, all the identified variables in this study, except, facilities/site availability posed no significant influence on the level of social desirability of establishing a community college along financial resources, that is, population; annual income; sources of income; employment of status; economic activities; and number of high school graduate being indicated by the r_{xy} values of -0.224, -0.114, 0.107, 0.131, 0.122, and -0.139, respectively, with the Fisher's t-values of 1.854, 0.926, 0.868, 1.062, 0.990, and 1.130, which were lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, facilities/site availability posed significant influence on the level of social desirability of establishing a community college along financial resources as assessed by the teachers with a r_{xy} value of 0.346 with a Fisher's t-value of 2.970, which turned greater than the t-tabular value of 1.98. The correlation being positive, suggested a direct proportional correlation, which meant that the more the facilities/site were available, the level of social desirability of establishing a community college along financial resources was also high.

Further, Table 62 shows that in associating the level of social desirability of establishing a community college along financial resources and the profile of the barangay-respondents as assessed by the parents, the following identified variables along this area had nothing to do with the level of social desirability of establishing a community college along financial resources: population; sources of income; and facilities/site availability, being indicated by the r_{xy} values of -0.170, -0.074, and 0.139, respectively, with the Fisher's t-values of 1.870, 0.808, and 1.521, which were lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, the following identified variables posed a significant influence on the level of social desirability of establishing a community college in the locality along financial resources: annual income; employment status; economic activities; and number of high school graduate being shown by the r_{xy} values of -0.240, 0.259, 0.190, and -0.237 with Fisher's t-values of 2.690, 2.916, 2.104, and 2.663, which turned greater than the tabular t-value of 1.98 at .05 level of significance. Hence, the corresponding null hypotheses to these effects were rejected.

The correlation being negative along annual income and number of high school graduate denoted an inverse correlation suggesting that the lesser the income raised by the barangay and the number of high school graduate, the

higher was the level of social desirability of establishing a community college in the locality along financial resources.

On the other hand, the correlation being positive along employment status and economic activities denoted a direct proportional correlation suggesting that the higher the magnitude of incidence of the foregoing variables, the level of social desirability of establishing a community college tend to be higher.

Moreover, Table 62 shows that in associating the level of social deisrability of establishing a community college along financial resources and the profile of the barangay-respondents as assessed by the LGO-respondents, the following identified variable turned out to have nothing to do with the level of social desirability of establishing a community college along financial resources: sources of income; and economic activities, with r_{xy} values of 0.264 and -0.308, respectively with Fisher's t-values of 1.498 and 1.773, which were lesser than the tabular t-value of 2.042 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, population; annual income; employment status; facilities/site availability; and number of high school graduate posed significant influence on the level of social desirability of establishing a community college in the locality along financial resources with r_{xy} values of 0.377, 0.446, -0.372, 0.369, and 0.454, respectively with a Fisher's t-values of 2.232, 2.724, 2.193, 2.177, and 2.792, which turned greater than the tabular t-value of 2.042 at .05 level of

significance. These led to the rejection of the corresponding null hypotheses to these effects.

The correlation being negative along employment status denoted an inverse correlation which indicated that the lower the employment status of the proponent municipalities, the higher was the level of social desirability of establishing a community college in the locality along financial resources. It is expected that when the employment status tend to be high, the level of social desirability of establishing a community college in the locality along human resources could be high also. But in this study, the result showed the reverse.

The correlation being positive along population, annual income, facilities/site availability and number of high school graduate suggested a direct proportional correlation. This meant that the higher the magnitude of incidence of the foregoing variables in the barangay, the higher was the level of social desirability of establishing a community college in the locality of Paranas along financial resources.

Table 63 shows the results of the correlation analyses between the level of social desirability of establishing a community college in the locality of Paranas along financial resources and the profile of the respondent-municipalities from the point of view of students, teachers, parents, and LGO-respondents.

Table 63 shows that in associating the level of social desirability of

Table 63

Relationship Between the Level of Feasibility of Establishing a Community College Along Financial Resources and Respondent-Municipalities' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Students				
Physical Resources	-0.286	3.220	1.98	S/Reject Ho
Human Resources				
Population	-0.278	3.115	1.98	S/Reject Ho
Elem. School Age	-0.282	3.163	1.98	S/Reject Ho
High School Age	-0.295	3.322	1.98	S/Reject Ho
School Age	-0.289	3.252	1.98	S/Reject Ho
Man Power Resources	-0.288	3.244	1.98	S/Reject Ho
Financial Resouces				
IRA	-0.260	2.898	1.98	S/Reject Ho
Resources	0.073	0.789	1.98	NS/Accept
Teachers				
Physical Resources	0.216	1.780	1.98	NS/Accept Ho
Human Resources				
Population	0.114	0.927	1.98	NS/Accept Ho
Elem. School Age	0.113	0.913	1.98	NS/Accept Ho
High School Age	0.187	1.533	1.98	NS/Accept Ho
School Age	0.135	1.095	1.98	NS/Accept Ho
Man Power Resources	0.217	1.795	1.98	NS/Accept Ho
Financial Resouces				
IRA	0.179	1.465	1.98	NS/Accept Ho
Resources	0.175	1.436	1.98	NS/Accept Ho

Table 63 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Parents				
Physical Resources	-0.230	2.567	1.98	S/Reject Ho
Human Resources				
Population	-0.252	2.830	1.98	S/Reject Ho
Elem. School Age	-0.255	2.863	1.98	S/Reject Ho
High School Age	-0.243	2.724	1.98	S/Reject Ho
School Age	-0.255	2.865	1.98	S/Reject Ho
Man Power Resources	-0.231	2.574	1.98	S/Reject Ho
Financial Resouces				
IRA	-0.219	2.438	1.98	S/Reject Ho
Resources	0.115	1.258	1.98	NS/Accept Ho
LGO				
Physical Resources	0.483	3.022	2.042	S/Reject Ho
Human Resources				
Population	0.453	2.783	2.042	S/Reject Ho
Elem. School Age	0.455	2.795	2.042	S/Reject Ho
High School Age	0.473	2.940	2.042	S/Reject Ho
School Age	0.467	2.896	2.042	S/Reject Ho
Man Power Resources	0.483	3.018	2.042	S/Reject Ho
Financial Resouces				
IRA	0.424	2.564	2.042	S/Reject Ho
Resources	-0.047	0.258	2.042	NS/Accept Ho

Legend: NS - Not significant
S - Significant

establishing a community college along financial resources and the profile of the respondent-municipalities as assessed by the students, resources did not pose any significant relationship being indicated by the r_{xy} value of 0.073, with

Fisher's t-value of 0.789, which turned lesser than the tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along financial resources based on the assessment of the students: physical resources; population; elementary school age; high school age; school age; and IRA, with r_{xy} values of -0.286, -0.278, -0.282, 0.295, -0.289, -0.288, and -0.260, respectively, with Fisher's t-values of 3.220, 3.115, 3.163, 3.322, 3.252, 3.244, and 2.898, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of municipalities-respondents, as assessed by the students, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along financial resources.

The correlation being negative denoted an inverse relationship signifying that the lesser the incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along human resources. Expectedly, the higher the incidence of these variables would result to a higher level of social desirability of establishing a community college in the locality along financial resources, but it came out in this study that the reverse was true.

Also, Table 63 shows that in associating the level of social desirability of establishing a community college along financial resources and the profile of the respondent-municipalities as assessed by the teachers, all the variables identified along this area, posed no significant influence on the aforementioned variable: physical resources; population; elementary school age; high school age; school age; manpower resources; IRA; and resources being indicated by the r_{xy} values of 0.216, 0.114, 0.113, 0.187, 0.135, 0.217, 0.179, and 0.175, respectively, with Fisher's t-values of 1.780, 0.927, 0.913, 1.533, 1.095, 1.795, 1.465, and 1.436, which turned lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

Too, Table 63 shows that in associating the level of social desirability of establishing a community college along financial resources and the profile of the respondent-municipalities as assessed by the parents, resources did not pose any significant relationship with the aforementioned variable, being indicated by the r_{xy} value of 0.115, with Fisher's t-value of 1.258, which turned lesser than the tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted.

On the other hand, the remaining variables along this area posed a significant correlation. These variables were: physical resources; population; elementary school age; high school age; school age; manpower resources; and IRA with r_{xy} values of -0.230, -0.252, -0.255, -0.243, -0.255, -0.231, and -0.219, with Fisher's t-values of 2.567, 2.830, 2.863, 2.724, 2.865, 2.574, and 2.438, which turned

greater than the tabular t-value of 1.980 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected.

The correlation being negative denoted an inverse correlation suggesting that the lesser the magnitude of incidence of the aforementioned variables, the higher was the level of social desirability of establishing a community college in the locality of Paranas along financial resources.

Likewise, Table 63 shows that in associating the level of social desirability of establishing a community college along financial resources and the profile of the respondent-municipalities as assessed by the LGO-respondents, the following variable posed no significant influence to the aforementioned variable: resources, being indicated by the r_{xy} value of -0.047, with Fisher's t-value of 0.258, which turned lesser than the tabular t-value of 2.042 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along human resources based on the assessment of the LGO-respondents: physical resources; population; elementary school age; high school age; school age; man power resources; and IRA, with r_{xy} values of 00.483, 0.453, 0.455, 0.473, 0.467, 0.483, and 0.424, with Fisher's t-values of 3.022, 2.783, 2.795, 2.940, 2.896, 3.018, and 2.564, which turned greater than the tabular t-value of 2.042 at .05 level of significance. These suggested that the corresponding null

hypotheses to these effects were rejected indicating that this profile of municipalities-respondents, as assessed by the LGO-respondents, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along financial resources.

The correlation being positive denoted a direct proportional correlation. These signified that the higher the magnitude of incidence of the aforecited variables, the higher was the perceived level of social desirability of establishing a community college in the locality along financial resources.

Technical resources. Tables 64 to 66 disclose the results of the correlation analyses between the level of social desirability of establishing a community college in the locality along technical resources and the profile of the students, teachers, parents, LGO-respondents, NGO-respondents and prospective employers-respondents.

Table 64 shows the results of the correlation analyses between the level of social desirability of establishing a community college in the locality of Paranas along technical resources and the profile of the students, teachers, parents, LGO-respondents, NGO-respondents and prospective employer-respondents.

Table 64 shows that in associating the level of social desirability of establishing a community college along technical resources and the profile of the students, the following variates had nothing to do with the level of social

Table 64

Relationship Between the Level of Feasibility of Establishing a Community College Along Technical Resources and Respondents' Profile

Profile	r_{xy}	Fisher's t	$t_{tab;}$ a=0.05	Evaluation
Students				
Age	-0.078	0.843	1.98	NS/ Accept Ho
Sex	0.219	2.422	1.98	S/ Reject Ho
Civil Status		NA	NA	NA
Work Experience	0.124	1.345	1.98	NS/ Accept Ho
Average Monthly Income	-0.058	0.630	1.98	NS/ Accept Ho
Attitude towards College Educ.	0.448	5.398	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.517	6.505	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	-0.106	1.145	1.98	NS/ Accept Ho
Teachers				
Age	-0.013	0.102	1.98	NS/ Accept Ho
Sex	-0.098	0.797	1.98	NS/ Accept Ho
Civil Status	-0.303	2.560	1.98	S/ Reject Ho
Educational Attainment	0.037	0.302	1.98	NS/ Accept Ho
Work Experience	-0.033	0.264	1.98	NS/ Accept Ho
Average Monthly Income	-0.207	1.705	1.98	NS/ Accept Ho
Attitude towards College Education	0.403	3.545	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.495	4.598	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	0.249	2.075	1.98	S/ Reject Ho
Parents				
Age	0.007	0.079	1.98	NS/ Accept Ho
Sex	-0.217	2.417	1.98	S/ Reject Ho
Civil Status	0.053	0.574	1.98	NS/ Accept Ho
Educational Attainment	0.045	0.491	1.98	NS/ Accept Ho

Table 64 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Work Experience	-0.069	0.754	1.98	NS/ Accept Ho
Average Monthly Income	0.023	0.252	1.98	NS/ Accept Ho
Career Coices	-0.025	0.270	1.98	NS/ Accept Ho
Attitude towards College Education	0.215	2.389	1.98	S/ Reject Ho
Attitude Towards Establishment of a Community College	0.287	3.253	1.98	S/ Reject Ho
Expectations Relative to the Establishment of a Community College	-0.040	0.439	1.98	NS/ Accept Ho
LGO				
Age	-0.064	0.350	2.042	NS/ Accept Ho
Sex	0.007	0.037	2.042	NS/ Accept Ho
Civil Status	NA	NA	NA	NA
Educational Attainment	0.245	1.384	2.042	NS/ Accept Ho
Work Experience	0.113	0.623	2.042	NS/ Accept Ho
Average Monthly Income	-0.041	0.224	2.042	NS/ Accept Ho
Attitude towards College Education	-0.006	0.031	2.042	NS/ Accept Ho
Attitude Towards Establishment of a Community College	0.122	0.672	2.042	NS/ Accept Ho
Expectations Relative to the Establishment of a Community College	0.617	4.298	2.042	S/ Reject Ho
NGO				
Age	0.057	0.172	2.262	NS/ Accept Ho
Sex	0.323	1.024	2.262	NS/ Accept Ho
Civil Status	NA	NA	NA	NA
Educational Attainment	-0.013	0.039	2.262	NS/ Accept Ho
Work Experience	0.154	0.469	2.262	NS/ Accept Ho
Average Monthly Income	-0.363	1.170	2.262	NS/ Accept Ho
Attitude towards College Education	0.321	1.016	2.262	NS/ Accept Ho
Attitude Towards Establishment of a Community College	0.637	2.482	2.262	S/ Reject Ho

Table 64 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Expectations Relative to the Establishment of a Community College	0.068	0.203	2.262	NS/ Accept Ho
PE				
Age	-0.032	0.128	2.120	NS/ Accept Ho
Sex	-0.115	0.462	2.120	NS/ Accept Ho
Civil Status	0.406	1.777	2.120	NS/ Accept Ho
Educational Attainment	-0.234	0.962	2.120	NS/ Accept Ho
Work Experience	-0.109	0.440	2.120	NS/ Accept Ho
Average Monthly Income	-0.310	1.302	2.120	NS/ Accept Ho
Attitude towards College Education	0.412	1.806	2.120	NS/ Accept Ho
Attitude Towards Establishment of a Community College	0.332	1.409	2.120	NS/ Accept Ho
Expectations Relative to the Establishment of a Community College	0.063	0.253	2.120	NS/ Accept Ho

Legend: NS - Not significant
S - Significant

desirability of establishing a community college along technical resources: age; work experience; average monthly income; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of -0.078, 0.124, -0.058, and -0.106, respectively, with Fisher's t-values of 0.843, 1.345, 0.630, and 1.145, which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, sex; attitude towards college education and attitude towards establishment of a community college posed significant influence on the level of social desirability of establishing a community college in the locality along technical resources. These were indicated by the r_{xy} values of 0.219, 0.448, and 0.517, respectively, with Fisher's t-values of 2.422, 5.398, and 6.505, which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that sex, attitude of the students towards college education and towards establishing a community college in the locality significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along technical resources.

The correlation being positive along sex, attitude towards college education and attitude towards establishing the community college denoted a direct proportional relationship, that is, the more favorable was their attitudes, the higher was their perceived level of social desirability of establishing a community college in their locality along technical resources.

Table 64 also shows that in associating the level of social desirability of establishing a community college along technical resources and the profile of the teachers, the following variates had nothing to do with the level of social desirability of establishing a community college along financial resources: age; sex; educational attainment; work experience; and average monthly income.

These were manifested by the r_{xy} values of -0.013, -0.098, 0.037, -0.033, and -0.207, respectively, with Fisher's t-values of 0.102, 0.797, 0.302, 0.264, and 1.705, which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, civil status, attitude towards college education, attitude towards establishment of a community college, and expectations relative to the establishment of community college posed significant influence on the level of social desirability of establishing a community college in the locality along technical resources. These were indicated by the r_{xy} values of -0.303, 0.404, 0.495, and 0.249, respectively, with Fisher's t-values of 2.560, 3.545, 4.598, and 2.075, which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that civil status, attitude of the teachers towards college education, towards establishing a community college in the locality and expectations relative to the establishment of a community college significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along technical resources.

The correlation being negative along civil status denoted an inverse correlation. This suggested that the ever-married respondents had higher level of social desirability of establishing a community college in the locality along technical resources than the never-married ones.

Further, the correlation being positive along attitude towards college education, attitude towards establishing a community college in the area, and expectations relative to the establishment of a community college, denoted a direct proportional relationship, that is, the more favorable the attitude of the teachers towards college education, towards establishing a community college, and expectations relative to the establishment of a community college, the higher was their perceived level of social desirability of establishing a community college in their locality.

Likewise, Table 64 shows that in associating the level of social desirability of establishing a community college along technical resources and the profile of the parents, the following variates, had nothing to do with the level of social desirability of establishing a community college along technical resources: age; civil status; educational attainment; work experience; average monthly income; career choices; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.007, 0.053, 0.045, -0.069, 0.023, -0.025, and -0.040, respectively, with Fisher's t-values of 0.079, 0.574, 0.491, 0.754, 0.252, 0.270, and 0.439, which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, sex; attitude towards college education; and attitude towards establishment of a community college posed significant influence, too, on the level of social desirability of establishing a community college in the

locality along financial resources. These were indicated by the r_{xy} values of -0.217, 0.215, and 0.287, respectively, with Fisher's t-values of 2.417, 2.389, and 3.253, which were greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that sex, attitude towards college education and attitude of the parents towards establishing a community college in the locality significantly influenced their perceptions on the level of social desirability of establishing a community college in the locality of Paranas along technical resources.

The correlation being negative along sex denoted an inverse correlation. This suggested that the female parent-respondents had a higher perceived level of social desirability of establishing a community college in the locality along technical resources than the male counterparts.

The correlation being positive along attitude towards college education and attitude towards the establishment of a community college denoted a direct proportional relationship, that is, the more favorable the attitude of the parents towards college education and towards establishing a community college, the higher was their perceived level of social desirability of establishing a community college in their locality based on the technical resources.

Further, Table 64 shows that in associating the level of social desirability of establishing a community college along technical resources and the profile of the LGO-respondents, all the variates considered in this study, except the

expectations relative to the establishment of a community college, had nothing to do with the level of social desirability of establishing a community college along technical resources, that is, age; sex; educational attainment; work experience; average monthly income; attitude towards college education; attitude towards establishment of a community college; and attitude towards establishment of a community college. These were manifested by the r_{xy} values of -0.064, 0.007, 0.245, 0.113, -0.041, -0.006, and 0.122, respectively, with Fisher's t-values of 0.350, 0.037, 1.384, 0.623, 0.224, 0.031, and 0.672, which all turned lesser than the tabular t-value of 2.042 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, expectations relative to the establishment of a community college posed significant correlation with the level of social desirability of establishing a community college in the locality along technical resources being indicated by the r_{xy} value of 0.617 with a Fisher's t-value of 4.298 which turned greater than the tabular t-value of 2.042. This suggested that the corresponding null hypothesis to this effect was rejected signifying that a significant relationship existed between the two variables.

The correlation being positive denoted that a direct proportional correlation existed. That is, the higher the expectation of the LGO-respondents relative to the establishment of a community college, the higher was their perceived level of social desirability of establishing a community college in the locality of Paranas, along technical resources.

Moreover, Table 64 shows that in associating the level of social desirability of establishing a community college along technical resources and the profile of the NGO-respondents, all the variates considered in this study, except the attitude towards establishment of community college, had nothing to do with the level of social desirability of establishing a community college along technical resources, that is, age; sex; educational attainment; average monthly income; attitude towards college education; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of 0.057, 0.323, -0.013, 0.154, -0.363, 0.321, and 0.068, respectively, with Fisher's t-values of 0.172, 1.024, 0.039, 0.469, 1.170, 1.016, and 0.203, which all turned lesser than the tabular t-value of 2.262 at .05 level of significance. These signified that the corresponding null hypotheses these effects were accepted.

On the other hand, attitude towards the establishment of a community college posed a significant relationship with the level of social desirability of establishing a community college in the locality along technical resources. This was indicated by the r_{xy} value of 0.637 with a Fisher's t-value of 2.482, which turned greater than the tabular t-value of 2.262. This denoted that the corresponding null hypothesis to this effect was rejected.

The correlation being positive signified a direct proportional correlation, that is, the more favorable the attitude of the NGO-respondents towards the establishment of a community college, their perceptions on the level of social

desirability of establishing a community college in the locality of Paranas along technical resources was also higher.

Furthermore, Table 64 shows that in associating the level of social desirability of establishing a community college along technical resources and the profile of the prospective employer-respondents, all the variates also that were considered in this study had nothing to do with the level of social desirability of establishing a community college along financial resources, that is, age; sex; educational attainment; average monthly income; attitude towards college education; attitude towards establishment of a community college; and expectations relative to the establishment of a community college. These were manifested by the r_{xy} values of -0.032, -0.115, 0.406, -0.234, -0.109, -0.310, 0.412, 0.332, and 0.063, respectively, with Fisher's t-values of 0.128, 0.462, 1.777, 0.962, 0.440, 1.302, 1.806, 1.409, and 0.253, which all turned lesser than the tabular t-value of 2.120 at .05 level of significance. These signified that the corresponding null hypotheses to these effects were accepted.

Table 65 shows the results of the correlation analyses between the level of social desirability of establishing a community college in the locality of Paranas along technical resources and the profile of the barangay-respondents from the point of view of students, teachers, parents, and LGO-respondents.

Table 65 shows that in associating the level of social desirability of establishing a community college along technical resources and the profile of the

Table 65

Relationship Between the Level of Feasibility of Establishing a Community College Along Technical Resources and Respondent-Barangays' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Students				
Population	-0.107	1.157	1.98	NS/Accept Ho
Annual Income	-0.274	3.072	1.98	S/Reject Ho
Sources of Income	-0.141	1.587	1.98	NS/Accept Ho
Employment Status	0.248	2.754	1.98	S/Reject Ho
Economic Activities	0.197	2.169	1.98	S/Reject Ho
Facilities/site availability	NA	NA	NA	NA
No. of High School Graduate	-0.226	2.495	1.98	S/Reject Ho
Teachers				
Population	-0.224	1.854	1.98	NS/Accept Ho
Annual Income	-0.114	0.926	1.98	NS/Accept Ho
Sources of Income	0.107	0.868	1.98	NS/Accept Ho
Employment Status	0.131	1.062	1.98	NS/Accept Ho
Economic Activities	0.122	0.990	1.98	NS/Accept Ho
Facilities/site availability	0.346	2.970	1.98	S/Reject Ho
No. of High School Graduate	-0.139	1.130	1.98	NS/Accept Ho
Parents				
Population	-0.170	1.876	1.98	NS/Accept Ho
Annual Income	-0.240	2.690	1.98	S/Reject Ho
Sources of Income	-0.074	0.808	1.98	NS/Accept Ho
Employment Status	0.259	2.916	1.98	S/Reject Ho
Economic Activities	0.190	2.104	1.98	S/Reject Ho
Facilities/site availability	0.139	1.521	1.98	NS/Accept Ho
No. of High School Graduate	-0.237	2.658	1.98	S/Reject Ho
LGO				
Population	0.377	2.232	2.042	S/Reject Ho
Annual Income	0.445	2.724	2.042	S/Reject Ho
Sources of Income	0.264	1.498	2.042	NS/Accept Ho
Employment Status	-0.372	2.198	2.042	S/Reject Ho
Economic Activities	-0.308	1.773	2.042	NS/Accept Ho
Facilities/site availability	0.369	2.177	2.042	S/Reject Ho
No. of High School Graduate	0.454	2.792	2.042	S/Reject Ho

Legend: NS - Not significant
S - Significant

barangay-respondents as assessed by the students, population and sources of income turned to have nothing to do with the level of social desirability of establishing a community college along technical resources being manifested by the r_{xy} value of -0.107 and -0.141 with a Fisher's t-value of 1.157 and 1.537 which was lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along technical resources based on the assessment of the students: annual income; employment status; economic activities; and number of high school graduate with r_{xy} values of -0.274, 0.248, 0.197, and -0.226, respectively, with Fisher's t-values of 3.072, 2.754, 2.169, and 2.495, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of barangay-respondents, as assessed by the students, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along technical resources.

The correlation being negative along annual income, and number of high school graduates denoted inverse relationship signifying that the lesser the annual income, and number of high school graduates, the higher was the level of social desirability of establishing a community college in their locality along technical resources. Normally, the higher the magnitude of incidence of the

foregoing variables would result to a higher level of social desirability of establishing a community college along the foregoing area, but in this study, the reverse was true.

On the other hand, the correlation being positive along employment status; and economic activities denoted a direct proportional relationship, that is, the higher the magnitude of incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along technical resources also.

Likewise, Table 65 shows that in associating the level of social desirability of establishing a community college along financial resources and the profile of the barangay-respondents as assessed by the teachers, all the identified variables in this study, except, facilities/site availability posed no significant influence on the level of social desirability of establishing a community college along technical resources, that is, population; annual income; sources of income; employment of status; economic activities; and number of high school graduate being indicated by the r_{xy} values of -0.224, -0.114, 0.107, 0.131, 0.122, and -0.139, respectively, with the Fisher's t-values of 1.854, 0.926, 0.868, 1.062, 0.990, and 1.130, which were lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, facilities/site availability posed significant influence on the level of social desirability of establishing a community college along technical resources as assessed by the teachers with a r_{xy} value of 0.346 with a

Fisher's t-value of 2.970, which turned greater than the tabular t-value of 1.98. The correlation being positive, suggested a direct proportional correlation, which meant that the more the facilities/site were available, the level of social desirability of establishing a community college along technical resources was also high.

Further, Table 65 shows that in associating the level of social desirability of establishing a community college along technical resources and the profile of the barangay-respondents as assessed by the parents, the following identified variables along this area had nothing to do with the level of social desirability of establishing a community college along financial resources: population; sources of income; and facilities/site availability, being indicated by the r_{xy} values of -0.170, -0.074, and 0.139, respectively, with the Fisher's t-values of 1.876, 0.808, and 1.521, which were lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, the following identified variables posed a significant influence on the level of social desirability of establishing a community college in the locality along technical resources: annual income; employment status; economic activities; and number of high school graduate being shown by the r_{xy} values of -0.240, 0.259, 0.190, and -0.237 with Fisher's t-values of 2.690, 2.916, 2.104, and 2.663, which turned greater than the tabular t-value of 1.98 at .05 level

of significance. Hence, the corresponding null hypotheses to these effects were rejected.

The correlation being negative along annual income and number of high school graduate denoted an inverse correlation suggesting that the lesser the income raised by the barangay and the number of high school graduate, the higher was the level of social desirability of establishing a community college in the locality along technical resources.

On the other hand, the correlation being positive along employment status and economic activities denoted a direct proportional correlation suggesting that the higher was the magnitude of incidence of the foregoing variables, the level of social desirability of establishing a community college tend to be higher.

Moreover, Table 65 shows that in associating the level of social desirability of establishing a community college along technical resources and the profile of the barangay-respondents as assessed by the LGO-respondents, the following identified variable turned out to have nothing to do with the level of social desirability of establishing a community college along technical resources: sources of income; and economic activities, with r_{xy} values of 0.264 and -0.308, respectively with Fisher's t-values of 1.498 and 1.773, which were lesser than the tabular t-value of 2.042 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, population; annual income; employment status; facilities/site availability; and number of high school graduate posed significant

influence on the level of social desirability of establishing a community college in the locality along technical resources with r_{xy} values of 0.377, 0.446, -0.372, 0.369, and 0.454, respectively with a Fisher's t-values of 2.232, 2.724, 2.193, 2.177, and 2.792, which turned greater than the tabular t-value of 2.042 at .05 level of significance. These led to the rejection of the corresponding null hypotheses to these effects.

The correlation being negative along employment status denoted an inverse correlation which indicated that the lower the employment status of the proponent municipalities, the higher was the level of social desirability of establishing a community college in the locality along technical resources. It is expected that when the employment status tend to be high, the level of social desirability of establishing a community college in the locality along technical resources could be high also. But in this study, the result showed the reverse.

The correlation being positive along population, annual income, facilities/site availability and number of high school graduate suggested a direct proportional correlation. This meant that the higher the magnitude of incidence of the foregoing variables in the barangay, the higher was the level of social desirability of establishing a community college in the locality of Paranas along technical resources.

Table 66 shows the results of the correlation analyses between the level of social desirability of establishing a community college in the locality of Paranas

along technical resources and the profile of the respondent-municipalities from the point of view of students, teachers, parents, and LGO-respondents.

Table 66 shows that in associating the level of social desirability of establishing a community college along technical resources and the profile of the respondent-municipalities as assessed by the students, resources did not pose any significant relationship being indicated by the r_{xy} value of 0.013, with Fisher's t-value of 0.142, which turned lesser than the tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along technical resources based on the assessment of the students: physical resources; population; elementary school age; high school age; school age; and IRA, with r_{xy} values of -0.259, -0.252, -0.243, -0.239, -0.245, -0.254, and -0.271, respectively, with Fisher's t-values of 2.886, 2.808, 2.704, 2.646, 2.726, 2.830, and 3.033, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of municipalities-respondents, as assessed by the students, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along technical resources.

Table 66

Relationship Between the Level of Social Desirability of Establishing of a Community College Along Technical Resources and Respondent-Municipalities' Profile

Profile	r_{xy}	Fisher's t	t_{tab}; α=0.05	Evaluation
Students				
Physical Resources	-0.259	2.886	1.98	S/Reject Ho
Human Resources				
Population	-0.252	2.808	1.98	S/Reject Ho
Elem. School Age	-0.243	2.704	1.98	S/Reject Ho
High School Age	-0.239	2.646	1.98	S/Reject Ho
School Age	-0.245	2.726	1.98	S/Reject Ho
Man Power Resources	-0.254	2.830	1.98	S/Reject Ho
Financial Resouces				
IRA	-0.271	3.033	1.98	S/Reject Ho
Resources	0.013	0.142	1.98	NS/Accept
Teachers				
Physical Resources	0.326	2.782	1.98	S/Reject Ho
Human Resources				
Population	0.185	1.516	1.98	NS/Accept Ho
Elem. School Age	0.167	1.369	1.98	NS/Accept Ho
High School Age	0.253	2.107	1.98	S/Reject Ho
School Age	0.193	1.588	1.98	NS/Accept Ho
Man Power Resources	0.321	2.731	1.98	S/Reject Ho
Financial Resouces				
IRA	0.316	2.687	1.98	S/Reject Ho
Resources	0.310	2.632	1.98	S/Reject Ho

Table 66 continued

Profile	r_{xy}	Fisher's t	t_{tab}; a=0.05	Evaluation
Parents				
Physical Resources	-0.151	1.657	1.98	NS/Accept Ho
Human Resources				
Population	-0.131	1.439	1.98	NS/Accept Ho
Elem. School Age	-0.131	1.439	1.98	NS/Accept Ho
High School Age	-0.147	1.611	1.98	NS/Accept Ho
School Age	-0.137	1.506	1.98	NS/Accept Ho
Man Power Resources	-0.151	1.661	1.98	NS/Accept Ho
Financial Resouces				
IRA	-0.138	1.513	1.98	NS/Accept Ho
Resources	0.000	0.001	1.98	NS/Accept Ho
LGO				
Physical Resources	0.462	2.855	2.042	S/Reject Ho
Human Resources				
Population	0.485	3.034	2.042	S/Reject Ho
Elem. School Age	0.572	3.816	2.042	S/Reject Ho
High School Age	0.628	4.415	2.042	S/Reject Ho
School Age	0.598	4.087	2.042	S/Reject Ho
Man Power Resources	0.501	3.171	2.042	S/Reject Ho
Financial Resouces				
IRA	0.144	0.795	2.042	NS/Accept Ho
Resources	-0.488	3.066	2.042	S/Reject Ho

Legend: NS - Not significant
S - Significant

The correlation being negative denoted an inverse relationship signifying that the lesser the incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along

technical resources. Expectedly, the higher the incidence of these variables would result to a higher level of social desirability of establishing a community college in the locality along technical resources, but it came out in this study that the reverse was true.

Also, Table 66 shows that in associating the level of social desirability of establishing a community college along technical resources and the profile of the respondent-municipalities as assessed by the teachers, the following variables identified along this area, posed no significant influence on the aforementioned variable: population; elementary school age; and school age, being indicated by the r_{xy} values of 0.185, 0.167, and 0.193, respectively, with Fisher's t-values of 1.516, 1.369, and 1.588, which turned lesser than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted.

On the other hand, the following identified variables posed significant correlation: physical resources; high school age; manpower resources; IRA and resources, being manifested by the r_{xy} values of 0.326, 0.253, 0.321, 0.316, and 0.310, respectively, with Fisher's t-values of 2.782, 2.107, 2.731, 2.687, and 2.632, which all turned greater than the tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of municipalities-respondents, as assessed by the students, significantly influenced the level of social desirability

of establishing a community college in the locality of Paranas along technical resources.

The correlation being negative denoted an inverse relationship signifying that the lesser the incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along technical resources. Expectedly, the higher the incidence of these variables would result to a higher level of feasibility of establishing a community college in the locality along technical resources, but it came out in this study that the reverse was true.

Too, Table 66 shows that in associating the level of social desirability of establishing a community college along technical resources and the profile of the respondent-municipalities as assessed by the parents, all the identified variables considered in this study did not pose any significant relationship with the aforementioned variables, being indicated by the r_{xy} values of -0.151, -0.131, -0.131, -0.147, -0.137, 0.151, -0.138, and 0.000, with Fisher's t-values of 1.657, 1.439, 1.611, 1.506, 1.661, 1.513, and 0.001, which turned lesser than the tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted.

Likewise, Table 66 shows that in associating the level of social desirability of establishing a community college along technical resources and the profile of the respondent-municipalities as assessed by the LGO-respondents, the following variables posed no significant influence on the aforementioned

variable: IRA, being indicated by the r_{xy} value of 0.144, with Fisher's t-value of 0.795, which turned lesser than the tabular t-value of 2.042 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted.

On the other hand, the following variables posed significant relationship with the level of social desirability of establishing a community college in the locality along technical resources based on the assessment of the LGO-respondents: physical resources; population; elementary school age; high school age; school age; man power resources; and resources, with r_{xy} values of 0.462, 0.485, 0.572, 0.628, 0.598, 0.501, and -0.488, with Fisher's t-values of 2.855, 3.034, 3.816, 4.415, 4.087, 3.171, and 3.066, which turned greater than the tabular t-value of 2.042 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were rejected indicating that this profile of municipalities-respondents, as assessed by the LGO-respondents, significantly influenced the level of social desirability of establishing a community college in the locality of Paranas along technical resources.

The correlation being positive along physical resources; population; elementary school age; high school age; school age; man power resources; physical resources; population; elementary school age; high school age; school age; and man power resources, denoted a direct proportional correlation. These signified that the higher the magnitude of incidence of the aforecited variables,

the higher was the perceived level of social desirability of establishing a community college in the locality along technical resources.

On the other hand, the correlation being negative along resources denoted an inverse correlation signifying that the lesser the incidence of the foregoing variables, the higher was the level of social desirability of establishing a community college in their locality along technical resources. Expectedly, the higher the incidence of these variables would result to a higher level of social desirability of establishing a community college in the locality along technical resources, but it came out in this study that the reverse was true.

Problems Encountered by the Respondent-Municipalities Relative to the Establishment of a Community College as Perceived by the Six Groups of Respondents

Tables 67 to 71 reflect the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college as perceived by the six groups of respondents along enrolment, physical resources, human resources, financial resources, and technical resources.

Enrolment. Table 67 reveals the problems that might be encountered by the respondent municipalities relative to the establishment of a community college as perceived by the six groups of respondents, namely: students; teachers; parents; LGO-respondents; NGO-respondents; and prospective employer-

Table 67

Problems Encountered by the Respondent-Municipality Relative to the Establishment of a Community College as Perceived by the Six Groups of Respondents Along Enrolment

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation		
1	The service area has inadequate number of enrolment for the community college.	3.25 MF	2.50 SF	3.18 MF	2.36 SF	1.91 SF	2.22 SF	2.57	MF
2	Only those financially-rich family can send their children to the community college.	3.22 MF	2.48 SF	3.16 MF	2.34 SF	2.18 SF	2.39 SF	2.63	MF
3	High school graduates may prefer to enroll college education in the city for prestige and popularity.	3.20 MF	2.48 SF	3.19 MF	2.36 SF	2.27 SF	2.56 MF	2.68	MF
4	High school graduates may no longer interested to enroll in college for reason of marriage.	3.17 MF	2.46 SF	3.19 MF	2.34 SF	2.18 SF	2.33 SF	2.61	MF
5	High school graduates may rather choose to leave for Manila than to enroll in college.	3.19 MF	2.47 SF	3.19 MF	2.37 SF	2.18 SF	2.39 SF	2.63	MF
6	New high school graduates may rather prefer to look for job elsewhere than to study in college.	3.19 MF	2.48 SF	3.18 MF	2.38 SF	2.27 SF	2.56 MF	2.68	MF
7	High school graduates may not enroll for lack of courses of courses offered in the community college.	3.19 MF	2.48 SF	3.20 MF	2.37 SF	2.18 SF	2.33 SF	2.63	MF
	Total	22.41	17.35	22.29	16.52	15.17	16.78	18.43	-
	Grand Mean	3.20 MF	2.48 SF	3.18 MF	2.36 SF	2.17 SF	2.40 SF	2.63	MF

Legend: 4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not a Problem (NP)

LGO - Local Government Officials; NGO - Non-Government Officials; PE - Prospective Employers

respondents, along enrolment. There were seven indicators identified in this study.

From the aforesaid table, it can be gleaned that from the point of view of the students, they considered all the indicators depicting this area as "moderately felt" with weighted means ranging from 3.17 to 3.25. As a whole, the students considered the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along enrolment as "moderately felt." This was indicated by the grand weighted mean of 3.20.

Table 67, too, reveals the perceptions of the teachers on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along enrolment. The table reveals that of the seven indicators identified in this study, all of them were considered by this group of respondents as "slightly felt" with weighted means ranging from 2.46 to 2.50. Similar to the students, indicator numbers 1 and 4 obtained the highest and the least weighted means, respectively.

Taken as a whole, the teachers perceived the problems by the respondent-municipalities relative to the establishment of a community college along enrolment as "slightly felt." This was manifested by the grand weighted mean of 2.48.

Likewise, Table 67 presents the perceptions of the parents on the problems that might be encountered by the respondent-municipalities relative to the

establishment of a community college along enrolment. The table presents that of the seven indicators identified in this study, all of them were considered by this group of respondents as "moderately felt" with weighted means ranging from 3.16 to 3.20.As a whole, the parents perceived the by the respondent-municipalities relative to the establishment of a community college along enrolment as "moderately felt." This was supported by the grand weighted mean of 3.18.

Table 67, also, shows the perceptions of the LGO-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along enrolment. The table shows that of the seven indicators identified in this study, all of them were considered by this group of respondents as "slightly felt" with weighted means ranging from 2.34 to 2.38. As as a whole, the LGO-respondents perceived the problems by the respondent-municipalities relative to the establishment of a community college along enrolment as " slightly felt." This was shown by the grand weighted mean of 2.36.

Further, Table 67 reveals the perceptions of the NGO-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along enrolment. The table reveals that, like the LGO-respondents, this group considered all the seven indicators identified in this study, as "slightly felt" with weighted means ranging from 1.91 to 2.27. As a whole, the NGO-respondents perceived the problems

by the respondent-municipalities relative to the establishment of a community college along enrolment as "slightly felt." This was indicated by the grand weighted mean of 2.17.

Moreover, Table 67 reveals the perceptions of the prospective employer-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along enrolment. The prospective employer-respondents perceived the problems by the respondent-municipalities relative to the establishment of a community college along enrolment as "slightly felt." This was manifested by the grand weighted mean of 2.40.

Finally, the respondents perceived the problems by the respondent-municipalities relative to the establishment of a community college along enrolment as "moderately felt." This was manifested by the grand weighted mean of 2.63.

Physical resources. Table 68 reveals the problems that might be encountered by the respondent municipalities relative to the establishment of a community college as perceived by the six groups of respondents, namely: students; teachers; parents; LGO-respondents; NGO-respondents; and prospective employer-respondents, along physical resources. There were eight indicators identified in this study.

Table 68

Problems Encountered by the Respondent-Minicipalities Relative to the Establishment of a Community College as Perceived by the Six Groups of Respondents Along Physical Resources

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation		
1	The service area cannot provide school site for the establishment of the community college.	3.19 MF	2.50 SF	3.21 MF	2.40 SF	2.00 SF	1.94 SF	2.54	MF
2	Buildings for the establishment of a community college can not be constructed for lack of appropriation.	3.23 MF	2.53 MF	3.20 MF	2.45 SF	2.18 SF	2.17 SF	2.63	MF
3	Pollution such as water, air, noise and land are disturbances in the establishment of the community college.	3.22 MF	2.53 MF	3.17 MF	2.42 SF	1.73 SF	2.00 SF	2.51	MF
4	Grounds such as interior roads, parking space, landscaping can not be provided because of lack of area or space.	3.23 MF	2.54 MF	3.18 MF	2.48 SF	1.82 SF	1.78 SF	2.51	MF
5	The service area is not the strategic place for establishment of a community college.	3.23 MF	2.55 MF	3.20 MF	2.50 SF	1.82 SF	2.00 SF	2.55	MF
6	The distance of the community college to the residences is not so accessible.	3.26 MF	2.56 MF	3.23 MF	2.53 MF	1.82 SF	2.06 SF	2.58	MF
7	Support infrastructures such as laboratories, libraries, and communication apparatus are so expensive.	3.28 MF	2.60 MF	3.25 MF	2.62 MF	2.09 SF	2.06 SF	2.65	MF
8	Transport services are not sufficient in the service area.	3.28 MF	2.61 MF	3.23 MF	2.63 MF	2.09 SF	2.06 SF	2.65	MF
	Total	25.92	20.42	25.67	20.03	15.55	16.07	20.62	-
	Grand Mean	3.24 MF	2.55 MD	3.21 MF	2.5 SF	1.94 SF	2.01 SF	2.58	MF

Legend: 4.51 - 5.00 Extremely Felt (EF) 2.51 - 3.50 Moderately Felt (MF) 1.00 - 1.50 Not a Problem (NP)
3.51 - 4.50 Highly Felt (HF) 1.51 - 2.50 Slightly Felt (SF)

From the aforesaid table, it can be gleaned that from the point of view of the students, the considered all the indicators depicting this area as "moderately felt" with weighted means ranging from 3.19 to 3.28. As a whole, the students considered the problems by the respondent-municipalities relative to the establishment of a community college along physical resources as "moderately felt." This was indicated by the grand weighted mean of 3.24.

Table 68, too, reveals the perceptions of the teachers on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along physical resources. The table reveals that of the eight indicators identified in this study, seven of them were considered by this group of respondents as "moderately felt" with weighted means ranging from 2.53 to 2.61. As a whole, the teachers perceived the problems by the respondent-municipalities relative to the establishment of a community college along physical resources as "moderately felt." This was manifested by the grand weighted mean of 2.55.

Likewise, Table 68 presents the perceptions of the parents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along physical resources. The table presents that of the eight indicators identified in this study, all of them were considered by this group of respondents as "moderately felt" with weighted means ranging from 3.17 to 3.25.As a whole, the parents perceived the

problems by the respondent-municipalities relative to the establishment of a community college along physical resources as "moderately felt." This was supported by the grand weighted mean of 3.21.

Table 68, also, shows the perceptions of the LGO-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along physical resources. The table shows that of the eight indicators identified in this study, they considered three indicators as "moderately felt" with weighted means ranging of 2.63, 2.62 and 2.53 corresponding to indicator numbers 8, 7 and 6, respectively. The remaining five indicators were considered by this group as "slightly felt" with weighted means ranging from 2.40 to 2.50. Of these indicators, number 5 and 1 obtained the highest and the least weighted means, respectively.

Taken as a whole, the LGO-respondents perceived the problems by the respondent-municipalities relative to the establishment of a community college along physical resources as "slightly felt." This was shown by the grand weighted mean of 2.50.

Further, Table 68 reveals the perceptions of the NGO-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along physical resources. The table reveals that, like the LGO-respondents, this group considered all the eight

indicators identified in this study, as " slightly felt" with weighted means ranging from 1.73 to 2.18. Indicator numbers 2 and 3 obtained the highest and the least weighted means, respectively.

Taken as a whole, the NGO-respondents perceived the problems by the respondent-municipalities relative to the establishment of a community college along physical resources as "slightly felt." This was indicated by the grand weighted mean of 1.94.

Moreover, Table 68 reveals the perceptions of the prospective employer-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along physical resources. The table reveals that, like the NGO-respondents, this group considered all the eight indicators identified in this study, as "slightly felt" with weighted means ranging from 1.78 to 2.17. Indicator numbers 2 and 4 obtained the highest and the least weighted means, respectively.

Taken as a whole, the prospective employer-respondents perceived the problems by the respondent-municipalities relative to the establishment of a community college along enrolment as "slightly felt." This was manifested by the grand weighted mean of 2.01.

Finally, Table 68 presents the perceptions of the respondents, regardless of their grouping, on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along

physical resources. The table reveals that the respondents considered all the indicators along this area as "moderately felt" with weighted means ranging from 2.51 to 2.65. Indicator numbers 7 and 8 equally obtained the highest weighted mean while indicator numbers 3 and 4 equally obtained the least weighted mean.

Taken as a whole, the respondents perceived the problems by the respondent-municipalities relative to the establishment of a community college along physical resources as "moderately felt." This was manifested by the grand weighted mean of 2.58.

Human resources. Table 69 reveals the problems that might be encountered by the respondent municipalities relative to the establishment of a community college as perceived by the six groups of respondents, namely: students; teachers; parents; LGO-respondents; NGO-respondents; and prospective employer-respondents, along human resources. There were six indicators identified in this study.

From the aforesaid table, it can be gleaned that from the point of view of the students, the considered all the indicators depicting this area as "moderately felt" with weighted means ranging from 3.24 to 3.29. As a whole, the students considered the problems by the respondent-municipalities relative to the establishment of a community college along human resources as "moderately desirable." This was indicated by the grand weighted mean of 3.26.

Table 69

Problems Encountered by the Respondent-Municipalities Relative to the Establishment of a Community College as Perceived by the Six Groups of Respondents Along Human Resources

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation		
1	The service area lacks sufficient college-age population as the target-clientele for the establishment of a community college.	3.29 MF	2.62 MF	3.24 MF	2.67 MF	2.27 SF	2.28 SF	2.86	MF
2	The service area lacks sufficient competent authorities who can handle and manage the establishment of a community college.	3.28 MF	2.61 MF	3.25 MF	2.73 MF	2.36 SF	2.44 SF	2.88	MF
3	There are no competent licensed professional with masteral or doctoral degrees in the service area who can take part in the community college.	3.28 MF	2.57 MF	3.25 MF	2.76 MF	2.36 SF	2.28 SF	2.87	MF
4	The total population of the service area does not warrant to have a community college.	3.25 MF	2.53 MF	3.25 MF	2.69 MF	2.18 SF	2.24 SF	2.84	MF
5	The service area lacks persons with technical expertise who can take part in the community college.	3.24 MF	2.49 SF	3.27 MF	2.70 MF	2.18 SF	2.28 SF	2.83	MF
6	The population of the service area is too young to have a community college.	3.24 MF	2.45 SF	3.29 MF	2.66 MF	2.11 SF	2.28 SF	2.82	MF
	Total	19.58	15.27	19.55	16.21	13.46	13.80	17.10	-
	Grand Mean	3.26 MF	2.55 MF	3.26 MF	2.70 MF	2.24 SF	2.30 SF	2.85	MF

Legend: 4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not a Problem (NP)
LGO - Local Government Officials; NGO - Non-Government Officials ; PE - Prospective Employers

Table 69, too, reveals the perceptions of the teachers on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along human resources. The table reveals that of the six indicators identified in this study, four of them were considered by this group of respondents as "moderately felt" with weighted means ranging from 2.53 to 2.62. Indicator numbers 1 and 4 obtained the highest and the least weighted means, respectively, corresponding to the statements stating: "the service area lacks sufficient college-age population as the target-clientele for the establishment of a community college;" and "the total population of the service area does not warrant to have a community college."

The remaining two indicators, numbers 5 and 6, were considered by this group as " slightly felt" with weighted means of 2.49 and 2.45, respectively.

Taken as a whole, the teachers perceived the problems by the respondent-municipalities relative to the establishment of a community college along human resources as "moderately felt." This was manifested by the grand weighted mean of 2.55.

Likewise, Table 69 presents the perceptions of the parents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along human resources. The table presents that of the six indicators identified in this study, all of them were considered by this group of respondents as "moderately felt" with weighted means ranging from 3.24 to 3.29. Indicator numbers 6 and 1 obtained

the highest and the least weighted means, respectively. As a whole, the parents perceived the problems by the respondent-municipalities relative to the establishment of a community college along human resources as "moderately felt" This was supported by the grand weighted mean of 3.26.

Table 69, also, shows the perceptions of the LGO-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along human resources. The table shows that of the six indicators identified in this study, all of them were considered by this group of respondents as "moderately felt" with weighted means ranging from 2.66 to 2.76. Indicator numbers 3 and 6 obtained the highest and the least weighted means, respectively.

Taken as a whole, the LGO-respondents perceived the problems by the respondent-municipalities relative to the establishment of a community college along human resources as "moderately felt." This was shown by the grand weighted mean of 2.70.

Further, Table 69 reveals the perceptions of the NGO-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along physical resources. The table reveals that, this group considered all the six indicators identified in this study, as "slightly felt" with weighted means ranging from 2.11 to 2.36. Indicator

numbers 2 and 3 equally obtained the highest mean and indicator number 6 was rated with the least weighted mean.

Taken as a whole, the NGO-respondents perceived the problems as "slightly felt." This was indicated by the grand weighted mean of 2.24.

Moreover, Table 69 reveals the perceptions of the prospective employer-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along physical resources. The table reveals that, like the NGO-respondents, this group considered all the six indicators identified in this study, as "slightly felt" with weighted means ranging from 2.24 to 2.44. Indicator numbers 2 and 4 obtained the highest and the least weighted means, respectively.

Taken as a whole, the prospective employer-respondents perceived the problems as "slightly felt." This was manifested by the grand weighted mean of 2.30.

Finally, Table 69 presents the perceptions of the respondents, regardless of their grouping, on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along human resources. The table reveals that the respondents considered all the indicators along this area as "moderately felt" with weighted means ranging from 2.82 to 2.88. Indicator numbers 2 and 6 obtained the highest and least weighted means, respectively.

Taken as a whole, the respondents perceived the problems as "moderately felt." This was manifested by the grand weighted mean of 2.85.

Financial resources. Table 70 reveals the problems that might be encountered by the respondent municipalities relative to the establishment of a community college as perceived by the six groups of respondents, namely: students; teachers; parents; LGO-respondents; NGO-respondents; and prospective employer-respondents, along financial resources. There were five indicators identified in this study.

From the aforesaid table, it can be gleaned that from the point of view of the students, the considered all the indicators depicting this area as "moderately felt" with weighted means ranging from 3.24 to 3.27.

Taken as a whole, the students considered the problems as "moderately felt." This was indicated by the grand weighted mean of 3.26.

Table 70, too, reveals the perception of the teachers on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along financial resources. The table reveals that of the five indicators identified in this study, all of them were considered by this group of respondents as "slightly felt" with weighted means ranging from 1.99 to 2.42. Indicator numbers 5 and 1 obtained the highest and the least weighted means, respectively. As a whole, the teachers perceived the problems as "slightly felt." This was manifested by the grand weighted mean of 2.21.

Table 70

Problems Encountered by the Respondent-Municipalities Relative to the Establishment of a Community College as Perceived by the Six Groups of Respondents Along Financial Resources

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation		
1	The proponent municipality may not have sufficient budgetary allocation for the pre-operation expenses such as surveys and building construction etc.	3.27 MF	2.42 SF	3.34 MF	2.69 MF	2.82 MF	2.72 MF	2.83	MF
2	Compensation of the faculty and other personnel can not be financed by the proponent municipality.	3.27 MF	2.32 SF	3.33 MF	2.66 MF	2.82 MF	2.83 MF	2.80	MF
3	The family may not have enough money to finance the children for college education.	3.27 MF	2.20 SF	3.33 MF	2.59 MF	2.82 MF	2.56 MF	2.75	MF
4	The barangays involved may not allocate particular funds for the establishment of the community college.	3.24 MF	2.11 SF	3.33 MF	2.58 MF	2.64 MF	2.76 MF	2.71	MF
5	The financial status of the business, commerce and trade in the service area does not give a positive outlook for the establishment of a community college.	3.24 MF	1.99 SF	3.32 MF	2.53 MF	2.73 MF	2.72 MF	2.67	MF
	Total	16.29	11.04	16.65	13.05	13.83	13.59	13.76	-
	Grand Mean	3.26 MF	2.21 SF	3.33 MF	2.61 MF	2.77 MF	2.72 MF	2.75	MF

Legend: 4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not a Problem (NP)
LGO - Local Government Officials; NGO - Non-Government Officials; PE - Prospective EmployeRs

Likewise, Table 70 presents the perception of the parents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along financial resources. The table presents that of the five indicators identified in this study, all of them were considered by this group of respondents as "moderately felt" with weighted means ranging from 3.32 to 3.34. Indicator numbers 1 and 5 obtained the highest and the least weighted means, respectively.

Taken as a whole, the parents perceived the problem as "moderately felt." This was supported by the grand weighted mean of 3.33.

Table 70, also, shows the perceptions of the LGO-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along financial resources. The table shows that of the five indicators identified in this study, all of them were considered by this group of respondents as "moderately felt" with weighted means ranging from 2.53 to 2.69. Indicator numbers 1 and 5, also, obtained the highest and the least weighted means, respectively.

Taken as a whole, the LGO-respondents perceived the problems as "moderately felt." This was shown by the grand weighted mean of 2.61.

Further, Table 70 reveals the perception of the NGO-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along physical resources. The table reveals that, this group considered all the five indicators identified in this study,

as "moderately felt" with weighted means ranging from 2.64 to 2.82. Indicator numbers 1 to 3 equally obtained the highest mean and indicator number 4 was rated with the least weighted mean.

Taken as a whole, the NGO-respondents perceived the problems as "moderately felt." This was indicated by the grand weighted mean of 2.77.

Moreover, Table 70 reveals the perceptions of the prospective employer-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along financial resources. The table reveals that, like the NGO-respondents, this group considered all the five indicators identified in this study, as "moderately felt" with weighted means ranging from 2.56 to 2.83. Indicator numbers 2 and 3 obtained the highest and the least weighted means, respectively.

Taken as a whole, the prospective employer-respondents perceived the problems as "moderately felt." This was manifested by the grand weighted mean of 2.72.

Finally, Table 70 presents the perceptions of the respondents, regardless of their grouping, on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along human resources. The table reveals that the respondents considered all the indicators along this area as "moderately felt" with weighted means ranging from 2.67 to 2.83. Indicator numbers 1 and 5 obtained the highest and least weighted means, respectively.

Taken as a whole, the respondents perceived the problems as "moderately felt." This was manifested by the grand weighted mean of 2.75.

Technical resources. Table 71 reveals the problems that might be encountered by the respondent municipalities relative to the establishment of a community college as perceived by the six groups of respondents, namely: students; teachers; parents; LGO-respondents; NGO-respondents; and prospective employer-respondents, along financial resources. There were seven indicators identified in this study.

From the aforesaid table, it can be gleaned that from the point of view of the students, they considered six indicators depicting this area as "moderately felt" with weighted means ranging from 3.20 to 3.27. Indicator numbers 5 and 7 obtained the highest and least weighted mean, respectively. The remaining one indicator, number 1, was rated by this group of respondent as "slightly felt," with weighted mean of 2.23.

Taken as a whole, the students considered the problems as "moderately felt." This was indicated by the grand weighted mean of 3.09.

Table 71, too, reveals the perceptions of the teachers on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along financial resources. The table reveals that of the four indicators identified in this study, all of them were considered by this group of respondents as "slightly felt" with weighted

Table 71

Problems Encountered by the Respondent-Municipalities Relative to the Establishment of a Community College as Perceived by the Six Groups of Respondents Along Technical Resources

	Indicators	Respondents' Category						Combined Mean/ Interpretation	
		Students	Teachers	Parents	LGO	NGO	PE		
		$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation	$\bar{X}_w$ /Inter-pretation		
1	The service area may be lack of competent instructors and professors to take in the community college.	2.23 SF	1.89 SF	3.31 MF	2.48 SF	2.27 SF	2.28 SF	2.41	SF
2	Water and electricity may not be sufficient for the community college.	3.21 MF	1.77 SF	3.32 MF	2.42 SF	1.91 SF	2.33 SF	2.49	SF
3	The courses offered by the community college may not address the need of the client-students.	3.23 MF	1.72 SF	3.39 MF	2.48 SF	2.00 SF	2.06 SF	2.48	SF
4	The concerned local government will not be supportive to the establishment of a community college.	3.26 MF	1.60 SF	3.42 MF	2.46 SF	2.09 SF	2.11 SF	2.49	SF
5	The service area lacks would-be faculty members and trainers to carry out the community college.	3.27 MF	1.49 NF	3.39 MF	2.53 MF	2.09 SF	2.28 SF	2.51	MF
6	Procurement of apparatus and machineries are so expensive.	3.22 MF	1.34 NF	3.46 MF	2.50 SF	2.27 SF	2.61 MF	2.57	MF
7	Various stakeholders in the service area may not support in the establishment of a community college.	3.20 MF	1.16 NF	3.39 MF	2.41 SF	2.09 SF	2.00 SF	2.38	SF
	Total	21.62	10.97	23.68	17.28	14.72	15.67	17.32	-
	Grand Mean	3.09 MF	1.57 SF	3.38 MF	2.47 SF	2.10 SF	2.24 SF	2.47	SF

Legend: 4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not a Problem (NP)
LGO - Local Government Officials; NGO - Non-Government Officials; PE - Prospective Employers

means ranging from 1.60 to 1.89. Taken as a whole, the teachers perceived the problems as "slightly felt." This was manifested by the grand weighted mean of 1.57.

Likewise, Table 71 presents the perception of the parents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along technical resources. The table shows that of the seven indicators identified in this study, all of them were considered by this group of respondents as "moderately felt" with weighted means ranging from 3.39 to 3.46. Indicator numbers 6 and 7 obtained the highest and the least weighted means, respectively.

Taken as a whole, the parents perceived the problems as "moderately felt." This was supported by the grand weighted mean of 3.38.

Table 71, also, shows the perceptions of the LGO-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along technical resources. The table shows that of the five indicators identified in this study, one of them was considered by this group of respondents as "moderately felt" with weighted mean of 2.53 corresponding to indicator number 5. The remaining indicators were considered by this group of respondents as "slightly felt" corresponding to indicator numbers 6, 1, 3, 4, 2 and 7 with weighted means of 2.50, 2.48, 2.48, 2.46, 2.41, and 2.41, respectively.

Taken as a whole, the LGO-respondents perceived the problems as "slightly felt." This was shown by the grand weighted mean of 2.47.

Further, Table 71 reveals the perceptions of the NGO-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along physical resources. The table reveals that, this group considered all the seven indicators identified in this study, as "slightly felt" with weighted means ranging from 1.91 to 2.27. Indicator numbers 1 and 2 obtained the highest and least weighted means, respectively.

Taken as a whole, the NGO-respondents perceived the problems as " slightly felt." This was indicated by the grand weighted mean of 2.10.

Moreover, Table 71 reveals the perceptions of the prospective employer-respondents on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along technical resources. The table reveals that, this group considered only one indicator as "moderately felt" corresponding to indicator number 6 with a weighted mean of 2.61. The remaining six indicators identified in this study, this group of respondent considered as "slightly felt" with weighted means ranging from 2.00 to 2.33. Of these group, indicator numbers 2 and 7 obtained the highest and the least weighted means, respectively.

Taken as a whole, the prospective employer-respondents perceived the problems as "slightly felt." This was manifested by the grand weighted mean of 2.24.

Finally, Table 71 presents the perceptions of the respondents, regardless of their grouping, on the problems that might be encountered by the respondent-municipalities relative to the establishment of a community college along technical resources. The table reveals that the respondents considered two indicators along this area as "moderately felt" which corresponded to indicator numbers 6 and 5 with weighted means ranging of 2.57 and 2.51, respectively. The remaining indicators, this group of respondent considered them as "slightly felt" corresponding to indicator numbers 2, 4, 3, 1 and 7 with weighted means ranging from 2.38 to 2.49.

Taken as a whole, the respondents perceived the problems as "slightly felt." This was manifested by the grand weighted mean of 2.47.

Comparison of Perceptions of the Six Groups of Respondents Relative to the Problems Encountered in Establishing a Community College

Tables 72 to 81 reveal the result of the comparative analyses of the perceptions of the six groups of respondents relative to the problems that might be encountered in establishing a community college in the locality of Paranas along enrolment; physical resources; human resources; financial resources; and

technical resources, with the use of the one-way analysis of variance (ANOVA) and a posteriori test (Scheffe's test) in the event where significant differences existed and the hypothesis to the effect was rejected.

Enrolment. Table 72 presents the results of the comparative analyses employed on the perceptions of the six groups of respondents relative to the problems that might be encountered in establishing a community college in the locality of Paranas along enrolment.

It can be recalled that in the assessment of the problems, the following were the perceptions of the six groups of respondents expressed in grand weighted means: students, 3.20 (moderately felt); teachers, 2.48 (moderately felt); parents, 3.18 (moderately felt); LGO, 2.36 (slightly felt); NGO, 2.17 (slightly felt); and prospective employers, 2.40 (moderately felt). By inspection, it is obvious that the six groups of respondents differed in their numerical, as well as, adjectival perceptions on the problems that might be encountered in establishing a community college. To ascertain whether the existing numerical disparities were significant, the one-way analysis of variance was employed whereby the computed F-value was pegged at 266.39, which turned greater than the critical F-value of 2.477 at .05 level of significance with df 5 and 36. This indicated that the disparities existing among the six groups of respondents were significant. This gave the researcher, therefore, the confidence to reject the corresponding null hypothesis to this effect. This meant that the assessment of the six groups of

Table 72

Comparison of Perceptions of the Six Groups of Respondents Relative to the Problems Encountered in Establishing a Community College Along Enrolment

SUMMARY				
Respondents	**n**	**Sum**	**Mean/Inter-pretation**	**Variance**
Students	7	22.41	3.20 MF	0.0007
Teachers	7	17.35	2.48 MF	0.0001
Parents	7	22.29	3.18 MF	0.0002
LGO	7	16.52	2.36 SF	0.0002
NGO	7	15.17	2.17 SF	0.0147
PE	7	16.78	2.40 MF	0.0156

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**	**Decision**
Between Groups	6.99	5	1.40	266.39	2E-27	2.48	Reject Ho/S
Within Groups	0.19	36	0.01				
Total	7.18	41	-	-	-	-	-

Legend: 4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not a Problem (NP)
LGO - Local Government Officials; NGO - Non-Government Officials
PE - Prospective Employers
S - Significant

respondents relative to the problems encountered in establishing a community college along enrolment significantly differed from one another.

To further test to determine where the significant difference lay, a posteriori test – Scheffe's test, was employed. Table 73 reveals the result of the foregoing test. It can be gleaned from the said table that the significant

Table 73

Posteriori Test (Scheffe's Test) in Comparing the Perceptions of the Six Groups of Respondents Relative to the Problems Encountered in Establishing a Community College Along Enrolment

Pair	Difference in Means	*F'comp*	*F'tab*	*Evaluation/Decision*
Students & Teachers	0.72	1512.00	10.76	S/Reject Ho
Students & Parents	0.02	1.17	10.76	NS/ Accept Ho
Students & LGO	0.84	2058.00	10.76	S/Reject Ho
Students & NGO	1.03	3094.29	10.76	S/Reject Ho
Students & PE	0.80	1866.67	10.76	S/Reject Ho
Teachers & Parents	0.70	1429.17	10.76	S/Reject Ho
Teachers & LGO	0.12	42.00	10.76	S/Reject Ho
Teachers & NGO	0.31	280.29	10.76	S/Reject Ho
Teachers & PE	0.08	18.67	10.76	S/Reject Ho
Parents & LGO	0.82	1961.17	10.76	S/Reject Ho
Parents & NGO	1.01	2975.29	10.76	S/Reject Ho
Parents & PE	0.78	1774.50	10.76	S/Reject Ho
LGO & NGO	0.19	105.29	10.76	S/Reject Ho
LGO & PE	0.04	4.67	10.76	NS/ Accept Ho

Legend: LGO - Local Government Officials
NGO - Non-Government Officials
PE - Prospective Employers
NS - Not Significant
S - Significant

differences were found in comparing the perceptions between the following respondents: students and teachers; students and LGO; students and NGO; students and prospective employers; teachers and parents; teachers and LGO; teachers and NGO; teachers and prospective employers; parents and LGO; parents and NGO; parents and prospective employers; and LGO and NGO being indicated by the computed F' value of 1512, 2058, 3094.29, 1866.67, 1429.17, 42.00, 280.29, 18.67, 1961.17, 2975.29, 1774.50, and 105.29, respectively, which turned greater than the critical F' value of 10.76. This suggested that the disparities in perceptions were found in these groups.

Physical resources. Table 74 presents the results of the comparative analysis employed on the perceptions of the six groups of respondents relative to the problems encountered in establishing a community college in the locality of Paranas along physical resources.

It can be recalled that in the assessment of the problems encountered in establishing a community college, the following were the perceptions of the six groups of respondents expressed in grand weighted means: students, 3.24 (moderately felt); teachers, 2.55 (moderately felt); parents, 3.21 (moderately felt); LGO, 2.50 (slightly felt); NGO, 1.94 (slightly felt); and prospective employers, 2.01 (slightly felt). By inspection, it is obvious that the six groups of respondents differed in their numerical, as well as, adjectival perception on the problems encountered in establishing a community college. To ascertain

Table 74

Comparison of Perceptions of the Six Groups of Respondents Relative to the Problems Encountered in Establishing a Community College Along Physical Resources

SUMMARY				
Respondents	**n**	**Sum**	**Mean/Inter-pretation**	**Variance**
Students	8	25.92	3.24 MF	0.0010
Teachers	8	20.42	2.55 MF	0.0014
Parents	8	25.67	3.21 MF	0.0007
LGO	8	20.03	2.50 SF	0.0073
NGO	8	15.55	1.94 SF	0.0276
PE	8	16.07	2.01 SF	0.0130

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**	**Decision**
Between Groups	12.55	5	2.51	295.01	1E-31	2.44	Reject Ho/S
Within Groups	0.36	42	0.01				
Total	12.91	47	-	-	-	-	-

Legend:
4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not a Problem (NP)
LGO - Local Government Officials; NGO - Non-Government Officials
PE - Prospective Employers
S - Significant

whether the existing numerical disparities were significant, the one-way analysis of variance was employed whereby the computed F-value was pegged at 295.01, which turned greater than the critical F-value of 2.438 at .05 level of significance with df 5 and 42. This indicated that the disparities existing among the six groups of respondents were significant. This gave the researcher, therefore, the confidence to reject the corresponding null hypothesis to this effect. This meant that the assessment of the six groups of

respondents relative to the problems encountered in establishing a community college along physical resources significantly differed from one another.

To further test to determine where the significant difference lay, a posteriori test – Scheffe's test, was employed. Table 75 reveals the results of the

Table 75

Posteriori Test (Scheffe's Test) in Comparing the Perceptions of the Six Groups of Respondents Relative to the Problems Encountered in Establishing a Community College Along Physical Resources

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
Students & Teachers	0.69	380.88	10.76	S/Reject Ho
Students & Parents	0.03	0.72	10.76	NS/ Accept Ho
Students & LGO	0.74	438.08	10.76	S/Reject Ho
Students & NGO	1.30	1352.00	10.76	S/Reject Ho
Students & PE	1.23	1210.32	10.76	S/Reject Ho
Teachers & Parents	0.66	348.48	10.76	S/Reject Ho
Teachers & LGO	0.05	2.00	10.76	NS/Accept Ho
Teachers & NGO	0.61	297.68	10.76	S/Reject Ho
Teachers & PE	0.54	233.28	10.76	S/Reject Ho
Parents & LGO	0.71	403.28	10.76	S/Reject Ho
Parents & NGO	1.27	1290.32	10.76	S/Reject Ho
Parents & PE	1.20	1152.00	10.76	S/Reject Ho
LGO & NGO	0.56	250.88	10.76	S/Reject Ho
LGO & PE	0.49	192.08	10.76	S/Reject Ho

Legend: LGO - Local Government Officials
NGO - Non-Government Officials
PE - Prospective Employers
NS - Not Significant
S - Significant

foregoing test. It can be gleaned from the said table that the significant differences were found in comparing the perceptions between the following respondents: students and teachers; students and LGO; students and NGO; students and prospective employers; teachers and parents; teachers and NGO; teachers and prospective employers; parents and LGO; parents and NGO; parents and prospective employers; LGO and NGO; and LGO and prospective employers being indicated by the computed F' value of 380.88, 438.08, 1352.00, 1210.32, 348.48, 297.68, 233.28, 403.28, 1290.32, 1152.00, 250.88, and 192.08, respectively, which turned greater than the critical F' value of 10.76. This suggested that the disparities in perceptions were found in these groups.

Human resources. Table 76 presents the results of the comparative analysis employed on the perceptions of the six groups of respondents relative to the problems that might be encountered in establishing a community college in the locality of Paranas along human resources.

It can be recalled that in the assessment of the problems, the following were the perceptions of the six groups of respondents expressed in grand weighted means: students, 3.26 (moderately felt); teachers, 2.55 (moderately felt); parents, 3.26 (moderately desirable); LGO, 2.57 (moderately felt); NGO, 2.24 (slightly felt); and prospective employers, 2.30 (slightly felt). By inspection, it is obvious that the six groups of respondents differed in their numerical, as well as, adjectival perception on the problems encountered in establishing a community college. To ascertain whether the existing numerical disparities were significant,

the one-way analysis of variance was employed whereby the computed F-value was pegged at 326.02, which turned greater than the critical F-value of 2.438 at .05 level of significance with df 5 and 30. This indicated that the

Table 76

Comparison of Perceptions of the Six Groups of Respondents Relative to the Problems Encountered in Establishing a Community College Along Human Resources

SUMMARY

Respondents	n	Sum	Mean/Interpretation		Variance
Students	6	19.58	3.26	MF	0.0005
Teachers	6	15.27	2.55	MF	0.0046
Parents	6	19.55	3.26	MF	0.0003
LGO	6	16.21	2.70	MF	0.0014
NGO	6	13.46	2.24	SF	0.0107
PE	6	13.80	2.30	SF	0.0050

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit	Decision
Between Groups	6.12	5	1.223	326.02	3.4E-25	2.53	Reject Ho/S
Within Groups	0.11	30	0.004				
Total	6.23	35					-

Legend: 4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not a Problem (NP)
LGO - Local Government Officials; NGO - Non-Government Officials
PE - Prospective Employers
S - Significant

disparities existing among the six groups of respondents were significant. This gave the researcher, therefore, the confidence to reject the corresponding null hypothesis to this effect. This meant that the assessment of the six groups of respondents relative to the problems that might be encountered in establishing a community college along human resources significantly differed from one another.

To further test to determine where the significant difference lay, a posteriori test – Scheffe's test, was employed. Table 77 reveals the result of the foregoing test. It can be gleaned from the said table that the significant differences were found in comparing the perceptions between the following respondents: students and teachers; students and LGO; students and NGO; students and prospective employers; teachers and parents; teachers and NGO; teachers and prospective employers; parents and LGO; parents and NGO; parents and prospective employers; LGO and NGO; and LGO and prospective employers being indicated by the computed F' value of 1512.30, 940.80, 3121.20, 2764.80, 1512.30, 67.59, 288.30, 187.50, 940.80, 3121.20, 2764.80, 634.80, and 480.00, respectively, which turned greater than the critical F' value of 10.76. This suggested that the disparities in perceptions were found in these groups.

Financial resources. Table 78 presents the results of the comparative analyses employed on the perceptions of the six groups of respondents relative to the problems that might be encountered in establishing a community college in the locality of Paranas along financial resources.

Table 77

Posteriori Test (Scheffe's Test) in Comparing the Perceptions of the Six Groups of Respondents Relative to the Problems Encountered in Establishing a Community College Along Human Resources

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
Students & Teachers	0.71	1512.30	10.76	S/Reject Ho
Students & Parents	0.00	0.00	10.76	NS/ Accept Ho
Students & LGO	0.56	940.80	10.76	S/Reject Ho
Students & NGO	1.02	3121.20	10.76	S/Reject Ho
Students & PE	0.96	2764.80	10.76	S/Reject Ho
Teachers & Parents	0.71	1512.30	10.76	S/Reject Ho
Teachers & LGO	0.15	67.50	10.76	S/Reject Ho
Teachers & NGO	0.31	288.30	10.76	S/Reject Ho
Teachers & PE	0.25	187.50	10.76	S/Reject Ho
Parents & LGO	0.56	940.80	10.76	S/Reject Ho
Parents & NGO	1.02	3121.20	10.76	S/Reject Ho
Parents & PE	0.96	2764.80	10.76	S/Reject Ho
LGO & NGO	0.46	634.80	10.76	S/Reject Ho
LGO & PE	0.40	480.00	10.76	S/Reject Ho

Legend: LGO - Local Government Officials
NGO - Non-Government Officials
PE - Prospective Employers
NS - Not Significant
S - Significant

It can be recalled that in the assessment of the, the following were the perceptions of the six groups of respondents expressed in grand weighted means: students, 3.26 (moderately felt); teachers, 2.21 (slightly felt);

parents, 3.33 (moderately felt); LGO, 2.61 (moderately felt); NGO, 2.77 (moderately felt); and prospective employers, 2.72 (moderately felt). By

Table 78

Comparison of Perceptions of the Six Groups of Respondents Relative to the Problems Encountered in Establishing a Community College Along Financial Resources

SUMMARY				
Respondents	**n**	**Sum**	**Mean/Inter-pretation**	**Variance**
Students	5	16.29	3.26 MD	0.00027
Teachers	5	11.04	2.21 SD	0.02867
Parents	5	16.65	3.33 MD	5E-05
LGO	5	13.05	2.61 MD	0.00415
NGO	5	13.83	2.77 MD	0.00648
PE	5	13.59	2.72 MD	0.00982

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**	**Decision**
Between Groups	4.42	5	0.88	107.25	1E-15	2.62	Reject Ho/S
Within Groups	0.20	24	0.01				
Total	4.62	29	-	-	-	-	-

Legend: 4.51 - 5.00 Very Feasible (VF)
3.51 - 4.50 Feasible (F)
2.51 - 3.50 Moderately Feasible (MF)
1.51 - 2.50 Less Slightly Feasible (SF)
1.00 - 1.50 Not Feasible (NF)
LGO - Local Government Officials; NGO - Non-Government Officials
PE - Prospective Employers
S - Significant

inspection, it is obvious that the six groups of respondents differed in their numerical, as well as, adjectival perceptions on the problems that might be encountered in establishing a community college. To ascertain whether the existing numerical disparities were significant, the one-way analysis of variance was employed, whereby the computed F-value was pegged at 107.25, which turned greater than the F-critical value of 2.62 at .05 level of significance with df 5 and 24. This indicated that the disparities existing among the six groups of respondents were significant. This gave the researcher, therefore, the confidence to reject the corresponding null hypothesis to this effect. This meant that the assessment of the six groups of respondents relative to the problems that might be encountered in establishing a community college along financial resources significantly differed from one another.

To further test to determine where the significant difference lay, a posteriori test - Scheffe's test, was employed. Table 78 reveals the result of the foregoing test. It can be gleaned from the said table that the significant differences were found in comparing the perceptions between the following respondents: students and teachers; students and LGO; students and NGO; students and prospective employers; teachers and parents; teachers and prospective employers; parents and LGO; parents and NGO; and parents and prospective employers being indicated by the computed F' value of 344.53, 132.03, 75.03, 91.12, 392.00, 50.00, 98.00, 81.28, 162.00, 98.00, and 116.28,

Table 79

Posteriori Test(Scheffe's Test) in Comparing the Perceptions of the Six Groups of Respondents Relative to the Problems Encountered in Establishing a Community College Along Financial Resources

Pair	*Difference in eans*	*F'comp*	*F'tab*	*Evaluation/Decision*
Students & Teachers	1.05	344.53	10.76	S/Reject Ho
Students & Parents	0.07	1.53	10.76	NS/ Accept Ho
Students & LGO	0.65	132.03	10.76	S/Reject Ho
Students & NGO	0.49	75.03	10.76	S/Reject Ho
Students & PE	0.54	91.12	10.76	S/Reject Ho
Teachers & Parents	1.12	392.00	10.76	S/Reject Ho
Teachers & LGO	0.40	50.00	10.76	S/Reject Ho
Teachers & NGO	0.56	98.00	10.76	NS/Accept Ho
Teachers & PE	0.51	81.28	10.76	S/Reject Ho
Parents & LGO	0.72	162.00	10.76	S/Reject Ho
Parents & NGO	0.56	98.00	10.76	S/Reject Ho
Parents & PE	0.61	116.28	10.76	S/Reject Ho
LGO & NGO	0.16	8.00	10.76	S/Reject Ho
LGO & PE	0.11	3.78	10.76	NS/Accept Ho

Legend: LGO - Local Government Officials
NGO - Non-Government Officials
PE - Prospective Employers
NS - Not Significant
S - Significant

respectively, which turned greater than the critical F' value of 10.76. This suggested that the disparities in perceptions were found in these groups.

Technical resources. Table 80 presents the results of the comparative analysis employed on the perceptions of the six groups of respondents relative to the problems that might be encountered in establishing a community college in the locality of Paranas along technical resources.

Table 80

Comparison of Perceptions of the Six Groups of Respondents Relative to the Problems Encountered in Establishing a Community College Along Technical Resources

SUMMARY				
Respondents	**n**	**Sum**	**Mean/Inter-pretation**	**Variance**
Students	7	21.62	3.09 MF	0.144
Teachers	7	10.97	1.57 SF	0.066
Parents	7	23.68	3.38 MF	0.003
LGO	7	17.28	2.47 SF	0.002
NGO	7	14.72	2.10 SF	0.017
PE	7	15.67	2.24 SF	0.043

ANOVA							
Source of Variation	**SS**	**df**	**MS**	**F**	**P-value**	**F crit**	**Decision**
Between Groups	15.54	5	3.11	68.04	2E-17	2.48	Reject Ho/S
Within Groups	1.64	36	0.05				
Total	17.18	41	-	-	-	-	-

Legend: 4.51 - 5.00 Extremely Felt (EF)
3.51 - 4.50 Highly Felt (HF)
2.51 - 3.50 Moderately Felt (MF)
1.51 - 2.50 Slightly Felt (SF)
1.00 - 1.50 Not a Problem (NP)
LGO - Local Government Officials; NGO - Non-Government Officials
PE - Prospective Employers
S - Significant

It can be recalled that in the assessment of the problems, the following were the perceptions of the six groups of respondents expressed in grand weighted means: students, 3.09 (moderately felt); teachers, 1.57 (slightly felt); parents, 3.38 (moderately felt); LGO, 2.47 (slightly felt); NGO, 2.10 (slightly

desirable); and prospective employers, 2.24 (slightly felt). By inspection, it is obvious that the six groups of respondents differed in their numerical, as well as, adjectival perception on the problems that might be encountered in establishing a community college. To ascertain whether the existing numerical disparities were significant, the one-way analysis of variance was employed whereby the computed F-value was pegged at 68.04, which turned greater than the critical F-value of 2.48 at .05 level of significance with df 5 and 36. This indicated that the disparities existing among the six groups of respondents were significant. This gave the researcher, therefore, the confidence to reject the corresponding null hypothesis to this effect. This meant that the assessment of the six groups of respondents relative to the problems that might be encountered in establishing a community college along technical resources significantly differed from one another.

To further test to determine where the significant difference lie, a posteriori test – Scheffe's test, was employed. Table 80 reveals the result of the foregoing test. It can be gleaned from the said table that the significant differences were found in comparing the perceptions between the following respondents: students and teachers; students and LGO; students and NGO; students and prospective employers; teachers and parents; teachers and prospective employers; parents and LGO; parents and NGO; parents and prospective employers; LGO and NGO being indicated by the computed F' value

Table 81

Posteriori Test (Scheffe's Test) in Comparing the Perceptions of the Six Groups of Respondents Relative to the Problems Encountered in Establishing a Community College Along Technical Resources

Pair	Difference in Means	F'comp	F'tab	Evaluation/Decision
Students & Teachers	1.52	183.78	10.76	S/Reject Ho
Students & Parents	0.29	6.69	10.76	NS/ Accept Ho
Students & LGO	0.62	30.58	10.76	S/Reject Ho
Students & NGO	0.99	77.96	10.76	S/Reject Ho
Students & PE	0.85	57.47	10.76	S/Reject Ho
Teachers & Parents	1.81	260.60	10.76	S/Reject Ho
Teachers & LGO	0.90	64.43	10.76	S/Reject Ho
Teachers & NGO	0.53	22.34	10.76	S/Reject Ho
Teachers & PE	0.67	35.71	10.76	S/Reject Ho
Parents & LGO	0.91	65.87	10.76	S/Reject Ho
Parents & NGO	1.28	130.33	10.76	S/Reject Ho
Parents & PE	1.14	103.38	10.76	S/Reject Ho
LGO & NGO	0.37	10.89	10.76	S/Reject Ho
LGO & PE	0.23	4.21	10.76	NS/ Accept Ho

Legend: LGO - Local Government Officials
NGO - Non-Government Officials
PE - Prospective Employers
NS - Not Significant
S - Significant

of 183.78, 30.58, 77.96, 57.47, 260.60, 64.43, 22.34, 35.71, 65.87, 130.33, 103.38, and 10.89, respectively, which turned greater than the critical F-value of 10.76. This suggested that the disparities in perceptions were found in these groups.

Proposed Academic and Certificate Programs

Table 82 reveals the students-, parents-, teachers-, LGOs-, NGOs- and prospective employers-respondents' proposed academic and certificate programs along business, engineering, electrical, civil technology, industrial technology, foods and agro, computer science, HRM, cosmetology, education, engineering, and others.

Along business, the four groups of respondents, that is, students; parents; LGO; and prospective employers proposed the academic or certificate programs for secretary while the teachers and NGO-respondents proposed for buying and purchasing being appropriate academic or certificate programs be offered in a community college.

Along engineering, academic or certificate programs for automotive technician was considered appropriate in a community college by the students, parents, teachers and prospective employers, while the LGO-respondents considered appropriate the academic or certificate programs for airconditioning/ refrigerators technician, and the NGO-respondents proposed academic or certificate programs for the draftsman.

Along electrical, academic or certificate programs for electronic technician was considered appropriate for a community college by the students, teachers, parents, and NGO-respondents. On the other hand, auto electrical/house wiring

Table 82

Students-, Parents-, Teachers-, LGOs-, NGOs- and PEs-Respondents' Proposed Academic and Certificate Programs

Programs	Students		Parents		Teachers		LGO		NGO		PE	
	f	%	f	%	f	%	f	%	f	%	f	%
Business												
Secretary	47	39.83	54	45.00	19	28.36	18	56.25	6	54.55	9	50.00
Buying, Purchasing	21	17.80	38	31.67	26	38.81	16	50.00	7	63.64	6	54.55
Engineering												
Airconditioning/Refrigerators Technician	15	12.71	29	24.17	20	29.85	19	59.38	1	9.091	5	27.78
Automotive Technician	36	30.51	54	45.00	35	52.24	17	53.13	1	9.091	12	66.67
Body Building & Welding	21	17.80	23	19.17	26	38.81	17	53.13	3	2.727	5	27.78
Draftsman	12	10.17	18	15.00	17	25.37	13	40.63	4	36.36	2	11.11
Electrical												
Auto Electrical/House wiring	34	28.81	38	31.67	44	65.67	21	65.63	2	18.18	12	66.67
Electronic Technician	43	36.44	58	48.33	48	71.64	20	62.50	7	63.64	10	55.56
Civil Technology												
House construction, masonry	19	16.10	35	29.17	33	49.25	16	50.00	5	45.45	10	55.56
Furniture & Cabinet Making	31	26.27	31	25.83	36	53.73	18	56.25	4	36.36	13	72.22
Painting	22	18.64	27	22.50	17	25.37	21	65.63	0	0.00	6	33.33
Industrial Technolgy												
Coco parts, Rattan, Bamboo Craft	27	22.88	52	43.33	53	79.10	18	56.25	10	90.91	16	88.89
Wood carving	11	9.32	31	25.83	32	47.76	21	65.63	9	81.82	12	66.67
Foods & Agro												
Cooking and Baking	44	37.29	55	45.83	36	53.73	13	40.63	5	45.45	8	44.44
Food Processing	23	19.49	40	33.33	29	43.28	10	31.25	6	54.55	8	44.44
Agro Processing & Preservation	14	11.86	23	19.17	46	68.66	15	46.88	8	72.73	13	72.22
Computer Science	42	35.59	58	48.33	28	41.79	15	46.88	1	9.09	8	44.44
HRM												
Food & Beverages Preparation & Servicing	36	30.51	49	40.83	24	35.82	8	25.00	3	2.73	5	27.78
Catering Services	16	13.56	31	25.83	22	32.84	5	15.63	7	63.64	10	55.56
Room maintenance & Housekeeping	25	21.19	26	21.67	18	26.87	6	18.75	2	18.18	3	16.67
Cosmetology	43	36.44	56	46.67	32	47.76	22	68.75	1	9.09	9	50.00
Education												
Elementary Education	34	28.81	66	55.00	45	67.16	26	81.25	10	90.91	12	66.67
Secondary Education	58	49.15	73	60.83	47	70.15	26	81.25	10	90.91	9	50.00

Table 82 continued

Programs	Students		Parents		Teachers		LGO		NGO		PE	
	f	%	f	%	f	%	f	%	f	%	f	%
Engineering												
Civil Eng'g	23	19.49	36	30.00	11	16.42	17	53.13	0	0.00	6	33.33
Computer Eng'g	52	44.07	63	52.50	27	40.30	14	43.75	6	54.55	6	33.33
Electrical Eng'g	20	16.95	27	22.50	24	35.82	15	46.88	2	18.18	3	16.67
Mechanical Eng'g	12	10.17	19	15.83	12	17.91	11	34.38	1	9.091	2	11.11
Others												
Agriculture	48	40.68	59	49.17	53	79.10	32	100.00	10	90.91	15	83.33
Forestry	22	18.64	33	27.50	44	65.67	28	87.50	10	90.91	12	66.67
Police/Law Enforcement	19	16.10	32	26.67	10	14.93	7	21.88	1	9.09	3	16.67
Military Science	15	12.71	20	16.67	12	17.91	4	12.50	1	9.09	0	0.00
Nursing	15	12.71	22	18.33	7	10.45	6	18.75	1	9.09	0	0.00
Veterinary Medicine	9	7.63	22	18.33	15	22.39	17	53.13	0	0.00	3	16.67
Communications	7	5.93	17	14.17	15	22.39	10	31.25	0	0.00	2	11.11

was considered appropriate by the LGO-respondents and prospective employers.

Along civil technology, furniture and cabinet making was proposed by the students, teachers and prospective employers, while house construction for the parents and NGO-respondents, and painting for LGO-respondents.

Along civil industrial technology, academic or certificate programs on coco parts, rattan, bamboo craft was proposed by the students, teachers, parents, NGO- and prospective employer-respondents while wood carving was considered appropriate by the LGO-respondents to be offered in a community college.

Along computer science, all the respondents gave a favorable nod as appropriate academic or certificate programs to be offered in a community college, except, NGO-respondents where they perceived a nil probability being manifested by the least percentage of approval they gave to such program.

Along HRM, food and beverages preparation and servicing received the majority approval from the students, teachers, parents and LGO-respondents while the NGO- and prospective employers-respondents considered practical if the community college would consider the academic or certificate programs on catering services.

As far as cosmetology is concerned, all the respondents gave a favorable nod as appropriate academic or certificate programs to be offered in a community college, except, NGO-respondents where they perceived a nil probability being manifested by the least percentage of approval they gave to such program.

Along education, the students, teachers and parents proposed for academic or certificate programs on secondary education while the LGO- and NGO-respondents considered the two courses in education, namely: elementary and secondary, to be both offered in a community college, and the prospective employer-respondents considered elementary education as appropriate academic or certificate programs to be offered in an established community college.

Along engineering academic or certificate programs, computer engineering was unanimously proposed by the students, teachers, parents, LGO- and prospective employer-respondents while electrical engineering was proposed by the LGO-respondents.

Along other academic or certificate programs, agriculture was unanimously considered appropriate program for the community college by the students, teachers, parents, LGO- and prospective employer-respondents. The LGO-respondents endorsed academic or certificate programs for agriculture and forestry to be offered in a community college that woould be established in the locality of Paranas.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary of findings, conclusions, and recommendations of the study.

Summary of findings

The findings of the study are herein presented vis-à-vis the specific questions and null hypotheses already stated.

1. Of the 118 student-respondents, 45 0r 16.80 percent were males and 73 or 16.42 percent were females. The mean age was 16.57 years with a standard deviation of 1.28 years.

2. Of the 67 teacher-respondents 16 or37.86 percent were males and 51 or 39.93 percent were females. The mean age was 39.44 years with a standard deviation of 9.67 years.

3. The age and sex distribution of the 120 parent-respondents revealed that of the 25 or 49.2 percent were males and 95 or 44.37 percent were females. The mean age was 45.39 years with a standard deviation of 7.52 years.

4. The age and sex distribution of the 32 LGO-respondents revealed that 23 or 48.20 percent were males and nine or 44.25 percent were females. The mean age was 47.07 years with a standard deviation of 7.66 years.

5. The age and sex distribution of the 11 NGO-respondents revealed that two or 48.00 percent were males and nine or 55.75 percent were females. The mean age was 54.20 years with a standard deviation of 7.38 years.

6. The age and sex distribution of the 18 prospective employer-respondents revealed that nine or 50.00 percent were males and nine or 50.00 percent were females. The mean age was 42.86 years with a standard deviation of a 2.58 years.

7. The civil status of the six groups of respondents revealed that 118 students or 100 percent were singles. Majority of the teachers were married. 100 out of 129 parents were married while 13 were widows, one separated and four did not disclose their civil status. All of the 32 LGO-respondents were married, 11 or 100 percent NGO-representatives were married, 14 or 77.78 prospective employer-respondents were married while four or 22.22 percent were single.

8. The educational attainment of the six categories of respondents revealed that all 118 students were high school levels. Forty four or 65.67 percent of the teachers were college graduates; four or 5.97 were masteral graduates; five or 7.46 percent did not specify the educational attainment. Thirty seven or 30.83 percent of the parents were elementary level while 29 or 24.17 percent were high school level; 22 or 24.17 percent were high school graduates; 18 or 15.00 percent were elementary graduates; seven or 5.83 were masteral graduates; three or 2.50 percent signified to have no schooling. Thirteen or 40.63 percent of the LGO-respondents were masteral graduates with Ph. D units while 10 or 31.25 percent

were college graduates; two or 6.25 percent each were high school graduates and high school levels and one or 3.13 percent was elementary graduate; four or 12.50 percent never specified their educational attainment. Of the NGOs, five or 45.45 percent were high school graduates while two or 18.18 percent were elementary levels and one or 9.09 percent each was college graduate and a high school level. Two or18.18 percent did not reveal their educational attainment. Among the prospective employers, eight or 44.44 percent were college graduate while four or 22.22 percent were high school graduates; three or 16.67 percent were high school levels; one or 5.56 percent was a masteral graduate and one or 5.56 percent was a college graduate with MA units.

9. Majority of the 67 teachers showed 1-3 years work experience; seven or 10.4 percent had been working for 10-12 years; six or 8.96 percent each for 13-15 and 7-9 years; four or 5.97 percent each for 22-24, 19-21 and 16-18 years; three or 4.48 percent each for 31-33 and 28-30; 11 of them did not specify. The mean was 12.14 years with SD of 8.94 years.

10. The mean number of years work experience of the parent-respondents was 14.53 years with SD of 120.66 years where majority had been working in their respective occupations. Twenty six worked for 1-5 years; 25 for 16-20 years;16 or 13.33 percent for 6-10 years; 12 or 10 percent for 11-15 years; seven or 5.83 percent for 26-30 years.

11. The mean number of work experience of the LGO-respondents was 10.43 years with SD of7.66 years where majority or 15 worked for 1-10 years; six

each for 13-15 years and for 19-21 years. However, 11 or 34.38 percent did not specify the number of years they had been working with the local government.

12. The work experience of the NGO-respondents revealed that 11 or 9.09 percent each worked for 13 years; nine years, seven years; six years; and four years. Six did not disclose. The mean was 7.80 years with SD of 3.42 years.

13. The prospective employer-respondents work experience showed that two or11.11 percent each had been in the service for 22 years; six years and two years. One or 5.56 percent each for 19 years,18 years, 15years, 11 years, 10 years, 8 years, 7 years, 5 years, 3 years, one year. Two never specified. The mean work experience of this group was 9.81 years with SD of 7.24 years.

14. The mean monthly income earned by the teacher-respondents was Php 17,468.9 with SD of Php 9,531.68. The teachers had an income which they used to finance the basic and educational needs of their family members.

15. The mean monthly income of the parent-respondents was PhP3,112.07 with SD of PhP2,305.06. This suggested that they had a meager income which they used to defray the basic and educational needs of the family.

16. The mean monthly income of the LGO-respondents was PhP29,368.23 with SD of PhP7,532.54. The data suggested that they had a regular monthly income earned being local government officials. It can be noted that they earned remarkable income which could let them live in luxury.

17. The mean monthly income of the NGO-respondents was Php 13,450 with SD of Php18,565.8. The group of respondents had a regular income

earned in their employment with NGO. Their income was used to finance the basic, educational and other needs of the member of their respective families.

18. The mean monthly income of the prospective employer-respondents was Php 11,461.54 with SD of Php 6,420.87. The data denoted that they had a regular income which they used for their family members in meeting their basic educational and other needs.

19. The largest proportion of the parent-respondents were farmers, comprising 80 or 66.67 percent. Other career choices such as Housewife had 11 or 9.17 percent; Driver had four or 3.33 percent; Teacher had five or 4.17 percent and the rest had less 10 percent. Five or 4.17 did not disclose their occupation. This meant that parent-respondent had a gainful activity which served as their bread and butter, the main source of their monthly income.

20. The combined assessment of the respondents' attitude towards college education revealed that the respondents "strongly agreed" on eight attitude statements with weighted means ranging from 4.66 to 4.86. Taken as a whole, the respondents manifested strong agreement towards college education as supported by the grand weighted mean of 4.47. This suggested that the attitude of the respondents towards college education was " highly favorable ".

21. The attitude of the respondents, regardless of their category, towards the establishment of a community college manifested that they "strongly agreed" on all identified attitude statement with weighted means ranging from 4.59 to 4.74. The grand mean of 4.65 suggested that the

respondents had an "extremely favorable" attitudes towards the establishment of a community college.

22. As to the expectations relative to the establishment of a community college, the six groups of respondents rated indicators numbers 2 and 4 (rank 1.5) as their highest expectations corresponding to the following statements:" My children can pursue their chosen career and dream," and the cost of basic needs such as food, water, clothing, board and lodge is much less when the community college is established in our area," The lowest expectation was expressed in item number 10 stating," we expect that the community college is not biased in favor of the rich, urban, high income students and communities.

23. The mean population of the respondent-barangays was 12.68 persons with SD of 6.86 persons.

24. The mean annual income of the respondent-barangays was Php 846,004.21 with SD of Php 301, 542.06. The income is used to defray its administrative and operational expenses as the lowest local government unit of the country.

25. The respondent-barangays' sources of income/revenue came from several means as provided by the local taxation law and by the local government.

26. Seventeen barangays or 94.44 percent each signified that the major employment of their constituents were in construction and government service while 16 or 88.89 percent in agriculture and transport business; 15 or83.33 percent from pension and self-employment; 14 or 77.78 percent in small scale

business; 13 or 72.22 percent in forestry and livestock and husbandry; and three or 16.67 percent each in fishing and mining.

27. Thirteen of the barangays or 72.22 percent had activities; such as coconut shell buying and selling business and Copra buying and selling. The lowest was the two or 11.11 percent as food millers. The foregoing data denoted that there were several activities or opportunities that operated in the barangays generating income for it through the different taxesand revnues as provided for by law.

28. Facilities available in 17 barangays or 94.44 percent were maintenance of barangay road and bridges; water supply system; health and daycare centers; canal; drainage; multi-purpose hall and campus pit etc. The 16 barangays or 88.89 percent had available administration and maintenance of Katarungang Pambarangay; Multi-purpose pavement; plaza and maintenance of electric post; 15 or 83.33 on sports center; while public market was available in 10 or 55.56 percent barangays.

29. The respondent-barangays' number of high school graduates for the last five years denoted that in every turn of the school year from 2005-2006 – 2009-2010 at least there were high school students that graduated from the secondary level and ready to enter the collegiate level.

30. The respondent-municipalities had available physical resources such as agriculture and fishery extension; community-based forestry projects; health service; social welfare service; Information services; solid waste disposal

or environmental management system; infrastructure facilities; municipal public markets; municipal cemeteries; tourism facilities ; police station; fire station; municipal jail which in a way or the other could support the establishment of a community college in their respective municipality.

31. The mean of the human resources of respondent-municipalities was 15,090 persons with SD of 8996 persons.

32. The mean population by school age disaggregation was elementary, 3037 with a SD of 1691 while high school, 1225 with a SD of 772 and school age. 4262 with SD of 2420 for a total mean school age population of 8524 with SD of 4840. The foregoing data denoted that several people would be benefited by the community college that would be established in the municipality. Aside from access to tertiary education, cost and close supervision could be advantage also.

33. The respondent-municipalities in terms of manpower had potent source of human resources that can support the community college that would be established in the area.

34. The mean Internal Revenue Allotment (IRA) of the respondent-municipalities was Php 52,914,749.50 with SD of Php 16,142,904.33. The data suggested that the respondent municipalities receive quite bigger subsidy from the national government based on the local taxation code. This implied that they had the logistical support from the government with fiscal autonomy to develop or improve the administration of their respective LGU.

35. As to the distribution of the sources of financial resources of the respondent-municipalities, four revealed that greater portion was raised from tax on exporters; manufacturer; millers; producers; wholesalers; distributors; dealers and retailers. Three municipalities revealed sources from support funds from national government and two municipalities had sources from national aid; grants; financial assistance; loan proceeds three from service service fees and honoraria and tax on contractors. One respondent municipality sourced out the income/revenue from foreign aid. Noteworthy was the proceeds of national taxes of which IRA belonged, where the respondent-municipalities did not consider as a major source of their annual income.

36. The level of social desirability of establishing a community college in the locality along community demands as perceived by the six groups of respondents was "desirable" with grand weighted means ranging from 3.67 to 4.47 where, taken as whole, they considered the establishment of a community college in the locality as feasible with combined grand weighted mean of 4.15

37. The level of social desirability of establishing a community college in the locality along physical resources as perceived by the five group of respondents was "desirable" with grand weighted means ranging from 3.57 to 4.46 where, taken as a whole, they considered the establishment of a community college in the locality as "desirable" being manifested by the combined grand weighted mean of 4.06.

38. The level of social desirability of establishing a community college in the locality along human resources as perceived by the six groups of respondents was "desirable" with grand weighted means ranging from 3.50 to 4.41 where, taken as a whole, they considered the establishment of community college in the locality as "desirable" being manifested by the combined grand weighted means of 3.94

39. The level of social desirability of establishing a community college in the locality along financial resources as perceived by the six groups respondents was "desirable" with grand weighted means ranging from 3.53 to 4.37 where, taken as a whole, they considered the establishment of a community college in the locality as "desirable" being manifested by the combined grand weighted mean of 3.86.

40. The level of social desirability establishing a community college in the locality along technical resources as perceived by the six groups of respondents was "desirable" with grand weighted mean ranging from 3.64 to 4.31 where, taken as a whole, they considered the establishment of a community college in the locality as "desirable" being manifested by the combined grand weighted mean of 4.01.

41. The assessment of the six groups of respondents relative to the level of social desirability of establishing a community college along community demand significantly deferred from one another as the F-value was 10.035 which turned greater than critical F-value of 2.409. Significant differences were found in

comparing the perceptions between the following groups of respondents: students and LGO; Teachers and LGO; Parents and LGO;; Parents and NGO; LGO and NGO; and LGO and prospective employer.

42. The perception of the six groups of respondents relative to the establishment of community college in the locality along physical resources was "desirable" though significant disparities in the grand weighted mean existed. This suggested also in comparing the perception between students and LGO; students and NGO; Parents and NGO; LGO and NGO; and NGO and prospective employer also showed disparities.

43. The perceptions of the six group of respondents relative to the establishment of a community college was "desirable " though disparities existing among the six groups of respondents were significant. Significant differences were found in the perceptions between students and LGO; Students and NGO; Teachers and LGO; Teachers and NGO; Parents and LGO; Parents and NGO; LGO and NGO; and NGO and prospective employer.

44. The perception of the six groups of respondents along financial resources was "desirable" though significant disparities existed among the six groups of respondents. It can be gleaned also in comparing the perception between Students and LGO; Students and NGO; Teachers and LGO; Teachers and NGO; Parents and LGO; Parents and NGO; LGO and NGO; and NGO and Prospective employer that disparities were found in these groups.

45. The perceptions of the six groups of respondents along technical resources was "desirable" though significant disparities existed among the six groups of respondents. It can be gleaned also in comparing the perceptions between Students and LGO; Students and NGO; Teachers and LGO; Teachers and NGO; Parents and LGO; Parents and NGO; LGO and NGO; NGO and Prospective employer that disparities in perception were found in these groups.

45. In associating the level of social desirability of establishing a community college along community demands and the profile of the six groups of respondents the following variates had nothing to with the level of social desirability: age; sex; civil status; educational attainment; work experience; average monthly income; and expectations relative to the establishment of a community college as manifested by Fisher's t-values which all turned lesser than the tabular t-value of 1.97 at .o5 level of significance. On the other hand attitude towards college education and attitude towards establishment of a community college posed significant influence to the level of social desirability in the locality along community demands which was indicated by the Fisher's t-values of 4.956 and 8.184 which were greater than the tabular t-value of 1.98 at .05 level of significance. This signified that the corresponding null hypothesis to these effects were rejected.

46. In correlating the level of social desirability of establishing a community college and respondent municipalities profile, the Fisher's t-value of 0.334 was lesser than the tabular t-valus of 1.98 at .05 level of significance. This

suggested that the corresponding null hypothesis stating that there is no significant relationship between the level of social desirability of establishing a community college in the locality and the respondent-municipalities profile was accepted.

47. In associating the level of social desirability of establishing a community college along physical resources and the respondents profile the following variates had nothing to do with the level of social desirability of establishing a community college: age; sex; educational attainment; work experience; average monthly income; and expectations relative to the establishment of a community college. These were manifested Fisher's t-value which all turned lesser than the tabular t-value of 1.98 at.05 level of significance. These signified that the corresponding null hypotheses to these effects were accepted. On the other hand, attitude towards establishment of a community college posed significant influence to the level of feasibility along physical resources. These were indicated by the Fisher's t-value which were greater than tabular t-value of 1.98 at.05 level of significance. These suggested that the corresponding null hypothesis to these effects were rejected.

48. Along physical resources and the profile of the respondent-barangays as assessed by the students: source of income turned to have nothing to do with the level of social desirability being manifested by Fisher's t-value of 0.333 which was lesser than tabular t-value of 1.98 at .05. This suggested that the corresponding null hypothesis to this effect was accepted. Whereas, the

following variables posed significant relationship to the level of social desirability: population; annual income; employment status; economic activities; facilities/site availability; and number of high school graduates as assessed by the students, profile of the respondent-barangays significantly influenced the level of social desirability.

49. As assessed by the teachers, variables had nothing to do with the level of social desirability along physical resources namely: population; annual income; sources of income; employment status; economic status; number of high school graduates being indicated by the Fisher's t-values which were lesser than the tabular t-value. The corresponding null hypotheses to these effects were accepted.

50. Variables to have nothing to do with the level of social desirability of establishing a community college in the locality as assessed by parents along physical resources were: sources of income; facilities/site availability with Fisher's t-value of 0.520 and 1.851 which were lesser than tabular t-value of 1.98 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted. Other variables posed significant influence to the level of social desirability of establishing a community college.

51. On the assessment of LGO-respondens, variables to have nothing to do with the level of social desirability of establishing a community college along physical resources were population; annual income; employment status; economic activities; facilities/site availability and number of high school

graduates with the Fisher,s t-values of0.307, 0178,1.514, 0.431, o763 and 0.010 respectively which were lesser than the tabular t-value of 2.042 at .05 level of significance. These suggested that the corresponding null hypotheses to these effects were accepted. Sources of income posed significant influence to the level of social desirability along community demand. This meant that the higher incidence of the variables the more sources of income the barangay has, the higher was the level of social desirability of establishing a community college in the locality.

52. Associating the level of social desirability along physical resources and the profile of the respondent-municipalities as assessed by the students, resources did not pose any significant relationship being indicated by the Fisher's t-value of 0.209 which turned lesser than the tabular t-value of 1.98 at.05 level of significance. These suggested that the corresponding null hypotheses to this effect was accepted. On the other hand, the following variables posed significant relationship along physical resources; physical resources; population; elementary school age; high school age; school age and IRA. These suggested that the corresponding null hypotheses to these effects were rejected indicating that these profile of municipalities-respondent as assessed by the students, significantly influenced the level of social desirability of establishing a community college.

53. The variables assessed by the teachers that posed no significant influence to the level of social desirability along physical resources were;

population; elementary school age; high school age; school age; manpower resources and IRA being indicated by the Fisher's t-values which turned lesser than the tabular t-value of 1.98 at.05 level of significance. These suggested that the corresponding null hypothesis to these effects were accepted. On the other hand, resources posed significant relationship to the level of social desirability with Fisher's t-values which turned greater than t-tabular value of 1.98 at.05 level of significance. The null hypotheses to this effect was rejected indicating that this profile of municipalities-respondent significantly influenced the level of social desirability.

54. The parents assessed resources to have no significant relationship with the level of social sdesirability being indicated by Fisher's t-value of 0.958 which turned lesser than the tabular t-value of 1.98 at .05 level of significance. The corresponding null hypothesis to this effect was accepted. On the other hand, the other variables posed significant relationship with the level of feasibility along physical resources with Fisher's t-value which turned greater than tabular t-value. This indicated that the profile of respondent municipalities significantly influenced the level of social desirability. It denoted an inverse relationship signifying that the lesser the incidence of the foregoing variables, the higher was the level of social desirability or vice versa.

55. LGO-respondents assessed the following variables: physical resources; population; elementary school age; high school age; school; manpower resources; and IRA to have posed no significant influence on the aforementioned

variable as indicated by the Fisher's t-value of 0.222, 0.716, 1.086, 0.738, 0.992, 0.055, 1.223, respectively which turned lesser than the tabular t-value of 0.042 at.05 level of significance. The corresponding null hypotheses to these effects were accepted. Whereas, resources posed significant relationship with the level of social desirability with Fisher's t-value of 3.909 which turned greater than tabular t-value of 2.042 at.05 level of significance. It denoted an inverse relationship signifying that the lesser the incidence of the foregoing variables, the higher was the level of feasibility along community demand.

56. In associating the level of social desirability of establishing a community college along human resources and the profile of the six respondents, students assessed attitude towards college education and attitudes towards establishment of community college as posed significant influence to the level of social desirability as indicated by the rxy values of 0.350 and 0.447 respectively with Fisher's t-values of 4.025 and 5.382 which turned greater than t-tabular value of 1.98 at.05 level of significance. The null hypothesis to these effect were rejected indicating that the variables significantly influenced their perception on the level. Other variables had nothing to do with the level of social desirability, thereby null hypothesis was accepted.

57. Teachers-respondent posted civil status; attitudes toward college education; attitude towards establishment as significantly influence to the level of social desirability as indicated by the rxy values of-0.269, 0.325, and o.407 respectively with Fisher's t-values of 2.253, 2.769, and 3.589 which were greater

than t-tabular value of 1.98 at.05 level of significance. These suggested that the corresponding null hypothesis to these effects were rejected indicating that attitudes towards college education and establishment of a community college significantly influenced their perception on the level of social desirability along human resources.

58. Parents-respondent assessed sex and attitude towards establishment of community college to have significant influence on the level of social desirability as indicated by the Fisher's t-values of 2.437 and 3.050 which were greater than the t-tabular value of 1.98 at .05 level of significance.. This meant that the null hypotheses to these effect were rejected indicating that such variables significantly influenced the level of social desirability along human resources. Other variables had nothing to do the level of social desirability.

59. LGO-respondent assessed expectations relative to the establishment of a community college to have significant influence as indicated by Fisher's t-value of 3.010 which was greater than the tabular t-value of 2.042 at.05 level of significance. The corresponding null hypothesis to this effect was rejected indicating that expectations of the LGO respondents significantly influenced the level of social desirability along human resources. Other variables were assessed to have nothing to do with the level of social desirability.

60. NGO-respondents and Prospective employer respondents assessed all variables to have nothing to do with the level of social desirability, thus, the

corresponding null hypotheses were accepted. Only attitude towards college education posed a significant influence on the level of social desirability.

61. Along human resources and the profile of the barangay-respondent, the student assessed sources of income to have nothing to do with the level of social desirability as indicated by the Fisher's t-value of 0.585 which was lesser than the tabular t-value of 1.98 at .05 level of significance. The corresponding null hypothesis to this effect was accepted. Other variables posed significant relationship to the level of social desirability. This indicated the significant influence of the profile of barangay respondents on the level of social desirability.

62. The teacher-respondents and the parent-respondents assessed all variables to have nothing to do with the level of social desirability along human resources: population; annual income; sources of income; employment status; economic activities; facilities/site availability; number of high school graduates ,thus, the null hypothesis to these effect were accepted.

63. The following variables as assessed by LGO-respondents: annual income; sources of income; employment status; and number of high school graduate posed significant influence on the level of social desirability along human resources with Fisher's t-valuse of 2.427, 6.514, 5.623, and 2.336 respectively which turned greater than the tabular t-value of 2.042 at.05 level of significance. This meant that the higher annual income of the barangay raised, the more sources of income of the barangay had and the higher number of high

school graduates, the higher was the level of feasibility along human resources. Other variables have nothing to do with the level of feasibility.

64. Along human resources and the profile of the respondent-municipalities as assessed by the students, only resources did not pose any significant relationship as indicated by the Fisher's t- value of 1.104 which turned lesser than the t-tabular value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted. Other variables posed significant relationship with the level of social desirability along human resources. The null hypotheses were rejected indicating that these profile of municipalities-respondent significantly influenced the level of social desirability. This denoted an inverse relationship signifying that the lesser the incidence of the foregoing variables, the higher was the level of social desirability.

65. Along human resources and profile of respondent –municipalities, the assessment was: IRA posed significant relationship with the level of social desirability with Fisher's t-value of 1.990 which turned greater than the tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypothesis to these effect was rejected indicating that the profile of respondent municipalities significantly influence the level of social desirability.

66. All the other indicators identified did not pose any significant relationship with the aforementioned variables along human resources and the respondent- municipalities as assessed by the parents.

67. LGO-respondents assessed IRA as the only variable that posed no significant influence on the level of social desirability as indicated by Fisher's t-value of 0.754 which turned lesser than the tabular t-value of 2.042 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted. All other variables posed significant relationship with the level of social desirability indicating that the profile of municipalities-respondent significantly influenced the level of social desirability.

68. Along financial resources and the profile of the students, the following variates had nothing to do with the level of social desirability: age; work experience; and expectations relative to the establishment of a community college.. These were manifested by the Fisher's t-values of 0.809, 0.0242 and 1.917 which all turned lesser than the tabular t-value of 1.98 at .05 level of significance. These signified that the corresponding null hypothesis to these effect were accepted.

69. Teachers-respondents' assessment on the two variables: attitude towards college education and attitude towards establishment of a community college posed significant influence on the level of social desirability as indicated by Fisher's t-values of 2.865 and 2.971 which were greater than tabular t-value of 1.98 at .05 level of significance. These signified rejection of the null hypotheses indicating that attitude of the teachers towards college education and establishment of community college significantly influenced their perception on

the level of social desirability along financial resources. Other variables assessed to have nothing to do with level of social desirability.

70. Parents-respondents' assessment on variables: sex; attitude towards college education; and attitude towards establishment of a community college along financial resources turned to have significant influence. These were indicated by the Fisher's t-values which were greater than the tabular t-values. These suggested that corresponding null hypotheses to these effect were rejected indicating variables significantly influence on their perceptions.

71. All the variates had nothing to do with the level of social desirability as assessed by the LGO-respondents , NGO-respondents, and prospective employer along financial resources. These signified that the corresponding null hypothesis to these effect were accepted.

72. The students' assessment along financial resources and the profile of the respondent barangays, two variables: population and sources of income turned to have nothing to do with the level of social desirability as manifested by the Fisher's t-value of 1.157 and 1,537 which was lesser than the tabular t-value of 1.98 at.05 level of significance. These suggested the rejection of the null hypotheses indicating that these profile of barangay significantly influenced the level of social desirability.

73. The teachers' assessment along financial resources and the profile of the respondent-barangays was that all the identified variables except facilities/site availability posed no significant influence on the level of social

desirability. These suggested that the corresponding null hypotheses to these effects were accepted. Facilities/site availability posed significant influence with Fisher's t- value of 2.970 which turned greater than tabular t-value of 1.98 at .05 level of significance. The direct relationship meant that the more facilities/site availability there were, the higher was the level of social desirability.

74. The parents' assessment along financial resources and the profile of respondent-barangays, variables had nothing to do with the level of social desirability: population; sources of income; facilities/site availability as indicated by the Fisher's t-values which were lesser than the tabular t-value , thus null hypotheses were accepted to these effect. Other variables posed significant influence on the level of social desirability. Such inverse relationship suggested that the lesser was the incidence incidence of the variables, the higher was the level of social desirability. On the other hand, the direct relationship between employment status and economic activities suggested that the higher was magnitude of incidence of the variables, the higher was the level of social desirability.

75. The LGO-respondents' assessment along financial resources and the profile of respondent barangay variables turned to have nothing to do with the level of social desirability; such as sources of income and economic activities with Fisher's t-value of 1.498 and 1.773 which were lesser than the tabular t-values of 2.042 at .05 level of significance. The corresponding null hypotheses to this effect were accepted.

76. Along financial resources and the profile of the respondent-municipalities as assessed by the students, only resources did not pose any significant relationship as indicated by the Fisher's t-value of o.789 which turned lesser than tabular t-value of 1.98 at .05 level of significance. The corresponding null hypotheses to this effect was accepted. Other variables posed significant relationship with the level of social desirability, thus rejection of the corresponding null hypothesis to this effect. This denoted inverse relationship.

77. Along financial resources and the profile of the respondent-municipalities as assessed by the teacher all the variables posed no significant influence on the aforementioned variable. These suggested that the corresponding null hypotheses to these effect were accepted.

78. Along financial resources and the profile of the respondent-municipalities as assessed by the parents, resources did not pose any significant relationship whereas, the remaining variables along this area posed a significant correlation, thus, corresponding null hypotheses to these effect were rejected. This suggested that the lesser was the magnitude of incidence of the variables, the higher was the level of feasibility.

79. Along financial resources and the profile of the respondent-municipalities as assessed by the LGO, all variables except resources posed significant relationship with the level of social desirability. This suggested that the corresponding null hypothesis to this effect was rejected indicating that the profile of municipalities significantly influenced the social desirability. This

positive correlation signified that the higher was the magnitude of incidence of variables, the higher was the perceived level of social desirability.

80. Sex, attitude towards college education and the attitude towards establishment of a community college posed significant influence on the level of social desirability along technical resources and the profile of the students as manifested by the Fisher's t-values of 0.843, 1.345, 0.630, and 1.145 respectively which all turned lesser than tabular t-value of 1.98 at .05 level of significance. This signified that the corresponding null hypotheses to these effect were accepted. Other variables posed significant influence on the level of social desirability indicating that such variables significantly influence their perception on the level of social desirability.

81. The following variables: civil status; attitude towards college education; attitude towards establishment of a community college; and expectations relative to the establishment posed significant influence on the level of social desirability along technical resources and the profile of the teachers. These were indicated by the Fisher's t-value of2.566, 33.545, 4.598 and 2.075 which were greater than tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypotheses to these effect were rejected. This also suggested the significant influence on their perception. Other variables had nothing to do with the level of social desirability.

82. The following variables: sex; attitude towards college education; and attitude towards establishment posed significant influence on the level of

social desirability along financial resources and the profile of the parents. These were indicated by the Fisher's t-value of 2.417, 2.389, and 3.253, which were greater than tabular t-value 1.98 at.05 level of significance. The corresponding null hypotheses to these effect was rejected indicating that above variables significantly influencde their perception. Other variables had nothing to do with the level of social desirability.

83. The only variable: expectations relative to the establishment posed significant correlation with the level of social desirability along technical resources and the profile of LGO as indicated by the Fisher's t-value of 4.298 which turned greater than tabular t-value of 2.042. The null hypothesis to this effect was rejected. The positive correlation suggested that the higher the expectation of LGO was, the higher was the perceived level of social desirability. The other variables had nothing to do with the level of social desirability.

84. All variables had nothing to do with the level of social desirability along technical resources and the profile of the NGO-respondents except the attitude towards the establishment of a community college. This signified that the corresponding null hypotheses to this effect were accepted. Attitude towards the establishment of the community college posed a significant relationship with the level of social desirability. This was indicated by the Fisher's t-value of 2.482, which turned greater than tabular t-value of 2.262. This indicated that the corresponding null hypothesis to this effect was rejected. This was positive correlation.

85. All variables had nothing to do with the level of social desirability along technical resources and the profile of the prospective employer. These were signified by the Fisher's t-values which turned lesser than tabular t-value, thus , the corresponding null hypotheses to this effect were accepted.

86. The following variables posed significant relationship with the level of social desirability along technical resources based on the assessment of the students: annual income; employment status; economic activities; and number of high school graduates with Fisher's t-value of 3.072, 2.754, 2.169, and 2.495 which all turned greater than tabular t-value of 1.98 at.05 level of significance. The corresponding null hypotheses to this effect were rejected indicating that the profile of the barangays significantly influenced the level of social desirability.

87. Facilities/site availability posed significant influence on the level of social desirability along technical resources as assessed by the teachers with Fisher's t-value of 2.970 which turned greater than tabular t-value of 1.98 at.05 level of significance. Most of the variates had nothing to do with the level of social desirability.

88. Variables which posed a significant influence on the level of social desirability along technical resources based on the assessment of parents were: annual income; employment status; economic activities; and number of high school graduate being shown by the Fisher's t-values of 2.690, 2.916, 2.104 and 2.663 respectively which turned greater than tabular t-valus e of 1.98 at .05 level

of significance. Hence the corresponding null hypotheses to this effect were rejected. All other variables had nothing to do with the level of social desirability. The positive correlation suggested that higher was magnitude of incidence of the foregoing variables, the higher was level of social desirability.

89. Variables such as population; annual income; employment status; facilities/site availability; and number of high school graduates posed significant influence on the level of social desirability along technical resources as assessed by the LGO with Fisher's t- values of 2.233, 2.724, 2.193, 2.177 and 2.792 respectively which turned greater than tabular t-value of2.042 at .05 level of significance. This led to the rejection of the corresponding null hypotheses to this effect. This meant that the higher was magnitude of incidence of the foregoing variables in the barangay, the higher was the level of feasibility. All other variables had nothing to do with level of social desirability.

90. The students' assessment along technical resources and the profile of the respondent municipalities was all variables except resources posed significant relationship with the level of social desirability: physical resources; population; elementary school age; high school age; school age; and IRA with Fisher's t- values of 2.886, 2.704, 2.646, 2.726, 2.830, and 3.033 respectively which turned greater than tabular t-value of 1.98 at .05 level of significance. This suggested that the corresponding null hypotheses to this effect were rejected indicating that this profile of respondent municipality significantly influenced the level of social desirability.

91. The teachers' assessment along technical resources and the profile of the respondent-municipalities revealed the following variables to have significant correlation: Physical resources; high school age; manpower resources; IRA and resources being manifested by the Fisher's t-values which all turned greater than tabular t-value. The null hypotheses were rejected to this effect indicating that these profile of municipalities significantly influenced the level of social desirability. The negative correlation denoted an inverse relationship.

92. The parents' assessment along technical resources and the profile of the municipalities was, all variables did not pose any significant relationship as indicated by Fisher's t-values which turned lesser than tabular t-value, thus, the corresponding null hypotheses to this effect were accepted.

93. The LGO-respondents' assessment along technical resources and the profile of municipalities was only IRA posed no significant influence on the level of social desirability being indicated by Fisher's t-value of 0.795 which turned lesser than tabular t-value of 2.042 at .05 level of significance. This suggested that the corresponding null hypothesis to this effect was accepted. Most variables posed significant relationship to the level of social desirability which signified that the higher was the magnitude of incidence of the variables, the higher was the perceived level of social desirability.

94. The problems which might be encountered by the respondent municipalities relative to the establishment as perceived by the six groups of respondents along enrolment were assessed as: Students – Moderately Felt with

grand mean of 3.20; Teachers – Slightly Felt with grand mean of 2.48; Parents – Moderately Felt with grand mean of3.18; LGO – Slightly Felt with grand mean of 2.36; NGO – Slightly Felt with a grand mean of 2.17; PE – Slightly Felt with a grand mean of 2.40 resulting in a combined interpretation as Moderately Felt with combined mean of 2.63.

95. The problems which might be encountered by the respondent municipalities relative to the establishment as perceived by the six groups of respondents along physical resources were assessed as: Students – Moderately Felt with grand mean of 3.24; Teachers – Moderately Felt with grand mean of 2.55; Parents – Moderately Felt with grand mean of3.21; LGO – Slightly Felt with grand mean of 2.5; NGO – Slightly Felt with a grand mean of 1.94; PE – Slightly Felt with a grand mean of 2.01 resulting in a combined interpretation as Moderately Desirable with combined mean of 2.58.

96. The problems which might be encountered by the respondent municipalities relative to the establishment as perceived by the six groups of respondents along human resources: Students – Moderately Felt with grand mean of 3.26; Teachers – Moderately Felt with grand mean of 2.55; Parents – Moderately Felt with grand mean of3.26; LGO – Moderately Felt with grand mean of 2.70; NGO – Slightly Felt with a grand mean of 2.24; PE – Slightly Felt with a grand mean of 2.30 resulting in combined interpretation as Moderately Felt with combined mean of 2.85.

97. The problems which might be encountered by the respondent municipalities relative to the establishment as perceived by the six groups of respondents along financial resources: Students - Moderately Felt with grand mean of 3.26; Teachers - Slightly Felt with grand mean of 2.21; Parents - Moderately Felt with grand mean of3.36; LGO - Moderately Felt with grand mean of 2.61; NGO - Moderately Felt with a grand mean of 2.77; PE - Moderately Felt with a grand mean of 2.72 resulting in a combined interpretation as Moderately Desirable with combined mean of 2.75.

98. The problems which might be encountered by the respondent municipalities relative to the establishment as perceived by the six groups of respondents along technical resources: Students - Moderately Felt with grand mean of 3.09; Teachers - Slightly Felt with grand mean of 1.57; Parents - Moderately Felt with grand mean of3.38; LGO - Slightly Felt with grand mean of 2.47; NGO - Slightly Felt with a grand mean of 2.10; PE - Slightly Felt with a grand mean of 2.24 resulting combined interpretation as Slightly Felt with combined mean of 2.475.

99. The comparison of the perceptions of the six groups of respondents relative to the problems encountered in establishing a community college differed in their numerical as well as adjectival description.

100. Significant differences were found using the Scheffe's test in comparing the perceptions between the following respondents: student and teachers; Students and LGO; students and NGO; students and prospective

employers; teachers and parents; teachers and LGO; teachers and NGO; parents and prospective employers; LGO and NGO along physical, human, financial and technical resources. This suggested that the respondents differed significantly in their opinions.

101. Agriculture , Engineering, Civil Industry course were the most considered appropriate programs, HRM and Education had the approval from students, parents, LGO, NGO and Prospective employers.

Conclusions

Based on the findings, the following conclusions were formulated:

1. The teachers, NGO, prospective employers' monthly income were more or less at the same level which they used to defray for basic, educational needs of their family members.

2. Parents had the least monthly income earned compared to other respondents' monthly income.

3. The LGO-respondent earned regular monthly income which could afford them luxurious living as government officials.

4. Respondents' age, sex, civil status, average monthly income had nothing to do with the level of feasibility of establishing a community college along physical and human resources.

5. The groups of respondents varied in their level of attitude towards college education and establishment of a community college in the locality.

6. Parents, LGO, NGO, and prospective employer strongly agree with the establishment of a community college in their area while students and teachers agree with the aforementioned indicators.

7. The six groups of respondents had a positive attitude towards college education and the establishment of a community college in the locality.

8. Teachers, LGO and Prospective employer strongly agree with all the identified attitude statements towards establishment of a community college.

9. Students, teachers, parents, LGO, NGO, and prospective employers had a highest expectations on the statement "my children can pursue their chosen career and dream, "and "the cost of basic needs such as food, water, clothing, board and lodge is much less when the community college is established in our area.

10. The respondent-municipalities had available physical, human, and financial resources which in a way or the other could support the establishment of a community college.

11. The respondents considered the establishment of a community college in the locality along community demand, physical, human, financial, and technical resources.

12. Most of the variables in the relationship between the level of social desirability of establishing a community college along community demands and respondent barangay profile revealed rejections of the corresponding null hypotheses which suggested positive correlation.

13. The respondents perceived the problems that may be encountered by the respondent-municipalities relative to the establishment as moderately felt along enrolment, physical, human, financial resources and slightly felt along technical resources.

14. Various considerations were made by the respondents in academic and certificate programs. Their perceptions were influenced by their location and environment as they unanimously considered agriculture, forestry, civil industry and education.

Recommendations

1. The students' dreams and ambitions should be addressed by providing tertiary education that is affordable and accessible to them.

2. The government through local government unit (LGU) or any higher education institution (HEI) should take the initiative in the formulation of a project proposal of establishing a community college in the area.

3. Accessibility to higher education in the area is hindered by distance despite the presence of seven secondary schools. This must be given serious consideration by the concerned government agencies.

4. The government through local government units (LGU) in coordination with other agencies such as Commission on Higher Education , Technical Education and Skills Development Authority (TESDA) should establish a community college that would cater to the needs of the marginalized

sector of the area, and at the same solve the problems of human trafficking, early marriage, and influx of the high school graduates to the highly urbanized cities.

5. The government should provide post-secondary technical and vocational education including skills orientation to the high school graduates in the area in preparation for the training ground as part of the K to 12 program and at the same time providing equal access and opportunity to the students.

6. The government should reconsider the previous proposal of the former member of the House of Representative for the creation and establishment of a community college in the area.

7. Concerned municipal government officials in the area , after presentation of this social desirability study, shall take steps in considering this study a major issue in their regular legislative deliberation.

8. Barangay officials in the proposed service area should formulate an en banc resolution addressed to the municipal government stipulating therein the need for the establishing and expressing support for the proposed tertiary education in their area.

9. Secondary school administrators and teachers should provide a concurrent resolution indicating/signifying their support for the proposal of the creation of a community college.

10. Elementary and Secondary Teachers need to encourage their pupils and students to pursue college education based on their talents and skills to become productive community members in the area.

11. The four municipalities involved should provide appropriation such as financial, manpower, physical and technical in support for the realization of a community college.

12. NGO, People's Organization, Business Enterprises should be tapped to provide expert knowledge as part in the establishment of a community college.

13. Professionals who are competent, have the technical and academic expertise should be part and parcel in the formulation of various academic, physical, financial and manpower undertakings relative to the establishment of a community college.

14. Parents should be encouraged to be more productive in their job and establish business venture for their children to pursue their ambitions by enrolling college education.

15. The government through the Department of Social Welfare and Development should continue providing financial support for the marginalized sector such as 4Ps programs, KALAHI-CIDDS, PAMANA and other conditional cash transfer or (CCT) which are very beneficial to the community particularly the education sector.

16. Likewise the government through the Department of Education (Dep ED) should continue its Alternative Learning System (ALS) which provide

educational and financial support to improve the level of education and providing livelihood skills to improve the living condition of the community.

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APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE UNIVERSITY
Catbalogan, Samar
COLLEGE OF GRADUATE STUDIES

ASSIGNMENT OF ADVISER

November 20, 2009

DR. ALFREDO D. DACURO
Schools Division Superintendent
DepEd, Samar Division
Catbalogan, Samar

Sir:

Please be informed that you have been designated as adviser of **Mr. Edgar O. Sabas** candidate for the degree in **Master of Arts in Education major in Educational Management** who proposes to write a thesis entitled **"THE SOCIAL DESIRABILITY OF ESTABLISHING A COMMUNITY COLLEGE THAT WILL NEED THE EDUCATIONAL NEEDS OF MARGINALIZED SECTORS IN MOTIONG, HINABANGAN, SAN JOSE DE BUAN AND PARANAS."**

Thank you for your cooperation.

Very truly yours,

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

CONFORME:

(SGD) ALFREDO D. DACURO, Ph. D.
Adviser

1st copy – Dean's Office
2nd copy – Adviser
3rd copy – Researcher

APPENDIX B

Republic of the Philippines
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City, Samar
Telephone Numbers: (055)-543-8394/(055)-251-2139
Website: www.ssu.edu.ph

October 19, 2010

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_____

Sir/Madam:

The bearer, Mr. Edgar O. Sabas, is a bonafide student of this University pursuing Master of Arts in Education major in Educational Management in the College of Graduate Studies and a member of the Philippine Association for Graduate Education (PAGE) - Region VIII chapter. He is presently undertaking conceptual literature search on topics related to establishing a community college thru the sponsorship of a municipal government.

In view thereof, the undersigned is requesting from your good office to allow the aforesaid student to have access to your library materials and resources.

Your favorable action on this matter will be highly appreciated. Thank you very much and more power.

Very truly yours,

(SGD) MARILYN D. CARDOSO, Ph. D.
Dean, College of Graduate Studies

APPENDIX C

Republic of the Philippines
Department of Education
Region VIII
Division of Samar
District of Wright I
Paranas

August 16, 2010

ALFREDO D. DACURO, Ph. D., CESO VI
Schools Division Superintendent
Division of Samar
Catbalogan City

Sir:

Greetings!

I have the honor to ask permission from your good office to allow the undersigned as authorized researcher of Samar State University (SSU) to do some research I the Record's Section of your office and have a photocopy of the official records and files of Form 18-A-1 or list of high school graduates from the School Year 2005 to 2010 of the following secondary schools:

1. Bagacay National High School
2. Calapi National High School
3. Casandig National School
4. Lawaan National High School
5. San Jose de Buan National High School
6. Tenani Integrated School
7. Wright National High School

The data and information of these schools are vital in my study entitled "The Feasibility of Establishment of a Community College in the Locality of Paranas."

I am hoping for your favorable action on this matter. Thank you and more power.

Truly yours,

(SGD.) EDGAR O. SABAS
Researcher

Approved:

(SGD.) ALFREDO D. DACURO, Ph. D., CESO VI
Schools Division Superintendent

APPENDIX D

QUESTIONNAIRE FOR RESPONDENTS

I. PERSONAL PROFILE

Direction: Please answer the following items by writing or checking your in the space / box provided.

Name : _____

Category:
[ ] Student
[ ] Teacher (to include School Head)
[ ] Parent
[ ] Non-Government Official

Age : ____ Sex: [ ] Male [ ] Female Civil Status: [ ] Single [ ] Married [ ] Widow/er [ ] Separated

Educational Attainment:
[ ] Doctoral graduate
[ ] Masteral graduate with doctoral units
[ ] Masteral graduate
[ ] College graduate with masteral units
[ ] College graduate
[ ] High school graduate
[ ] High school level
[ ] Elementary graduate
[ ] Elementary level
[ ] No schooling

Work Experience : _____ years
Average Family Monthly Income : PhP_____

Career Choices/Occupation: (To be answered by students and parents)

[ ] Accountant [ ] Architect [ ] Business
[ ] Artist [ ] Clergy *(Minister or Priest)*
[ ] College Teacher [ ] Computer programmer/
[ ] Drafting [ ] Cosmetology/Hair Styling
[ ] Dietician/Nutritionist [ ] Engineer [ ] Agriculture
[ ] Homemaker [ ] Interior Decorator [ ] Electronics

[ ] Lab technician	[ ] Military man	[ ] Painting
[ ] Police	[ ] Auto Mechnic	[ ] School councilor
[ ] Elem./High School	[ ] Therapist	[ ] Mechanic
[ ] Dressmaker/Tailor	[ ] Beautician	[ ] GIS Forestry
[ ] Residential Construction	[ ] Secretarial	[ ] Furniture making
[ ] Undecided	[ ] Driver	[ ] Others

II. ATTITUDE TOWARDS COLLEGE EDUCATION

Direction: Below are statements that describe your attitude towards college education. Check the statement that aptly describes your sentiments inside the appropriate box using the scale below:

5 Strongly agree (SA)
4 Agree (A)
3 Not Sure (NS)
2 Disagree (D)
1 Strongly disagree (SD)

Attitude Statements	5 (SA)	4 (A)	3 (NS)	2 (D)	1 (SD)
1. I am desiring that all my children get college education.					
2. I will do everything in my power to send my children to college.					
3. I believe college education is important for my children's future.					
4. I believe college education is a way and means to improve our standard of living.					
5. I understand that my children are interested to pursue college education but which is far and beyond our reach and means.					
6. I always give lessons about the importance of college education to my children.					

Attitude Statements	5 (SA)	4 (A)	3 (NS)	2 (D)	1 (SD)
7. I wish there were any college establishment in our area for my children to be able to enroll.					
8. I understand how to help prepare my child for college.					
9. I believe college education is not only for the rich but also for the poor ones who wishes to study.					
10. I believe that my child needs high school education only.					
11. Others (Pls. specify) _____ _____					

III. ATTITUDE TOWARDS ESTABLISHMENT OF A COMMUNITY COLLEGE

Direction: Below are statements describing your attitude towards establishment of a community college near your area. Please check the statement that apply to you inside the appropriate box following the scale below:

5 Strongly agree (SA)
4 Agree (A)
3 Not sure (NS)
2 Disagree (D)
1 Strongly disagree (SD)

Attitude Statements	5 (SA)	4 (A)	3 (NS)	2 (D)	1 (SD)
1. I would be very happy and appreciative if a community college will be established near our home.					
2. I would be supportive of the local government if it will give my child access to college education.					

Attitude Statements	5 (SA)	4 (A)	3 (NS)	2 (D)	1 (SD)
3. I feel that my family is valued by the proposed community college.					
4. I am so encouraged to exert more effort to earn a living and to save for my children's college education.					
5. I believe high school graduates will no longer leave for other places. They would rather stay and enroll to continue their college education.					
6. I feel that the establishment of a community college in our area will enhance the socio-economic status of every barangay.					
7. I believe if a community college will be established in our area it will positively influence the students to pursue college education.					
8. I feel that my child would be very excited and interested to enroll in college.					
9. I will have to prioritize my children's college education than material welfare at home.					
10. I would recommend myself to take part in the establishment of a community college.					
11. Others (Pls. specify) _____ _____					

IV. EXPECTATIONS RELATIVE TO THE CREATION OF A COMMUNITY COLLEGE

Direction: What are your expectations of a community college established near you? Number each expectation using the scale 1 to 10 with 1 as the highest expectation and 10 as the lowest expectation.

[ ]The community college is an easy access to college education.
[ ]My children can pursue their chosen career and dream.
[ ]Many high school graduates may no longer leave for the cities to pursue their chosen career.
[ ]The cost of basic needs such as food, water, clothing, board and lodge is much less when the community college is established in our area.
[ ]The college education that is to be established shall offer courses that are occupation oriented which address the development needs of the community.
[ ]The people in the service area would expect growth not only in education but also in socio-economic status, health consciousness, micro industry and business etc.
[ ]My child after class hours can go home everyday and help other household chores.
[ ]Parents and students expect low expenses in the established community college.
[ ]We are assured of the safety of our children enrolled at the nearest community college in our area.
[ ]We expect that the community college is not biased in favor of the rich, urban, high income students and communities.

V. .LEVEL OF SOCIAL DESIRABILITY OF ESTABLISHING A COMMUNITY COLLEGE

Direction: Below are indicators of social desirability of establishing a community college in your. How desirable is this in your opinion. Check the level of social desirability along each indicator in the proper box using the guide below:

5	Very Desirable	(VD)
4	Desirable	(D)
3	Moderately Desirable	(MD)
2	Slightly Desirable	(SD)
1	Not desirable	(ND)

Attitude Statements	5 (VD)	4 (D)	3 (MD)	2 (SD)	1 (ND)
A. Community Demands					
1. The service area has the high-school graduate population of as the target client for the community college.					
2. Only 20-30% of the high school graduates can pursue college education.					
3. Farmers in the service area need modern techniques in plantation and farm production in upland areas and infield valleys.					
4. Farmers in the service area need modern techniques in livestock and poultry production in upland areas and infield valleys.					
5. Tourism education is needed in the service area as part of the Samar National Park (SINP) program to provide local employment.					
6. Mining operation and education can be one of the livelihood programs in the service area.					
7. White-collar jobs such as teaching, medical &health workers, engineering, office workers, others are needed in the service area.					
8. Technical and vocational occupations such as farm workers, technicians, electricians, automotive mechanics, cell phone technicians, computer encoders and technician, others are needed in the service area.					
9. Parents agreed and encouraged to send their children to college once it is established in their area.					

Attitude Statements	5 (VD	4 (D)	3 (MD)	2 (SD)	1 (ND)
B. Physical Resources					
1. The locality of Paranas and the neighboring barangays such as Bagacay and Calapi are very strategic location for the establishment of a community college.					
2. Transportation lines in the service area is very accessible.					
3. Existing infrastructure and buildings which can be used as temporary school building are available in the service area.					
4. Site for the establishment of the community college is very available.					
5. Support infrastructures such as laboratories, libraries can be provided by the proponent-municipalities.					
6. Grounds such as interior roads, parking space, landscaping are very possible once the community college will be established.					
7. The distance of the community college to the barangay residences is so accessible and practical.					
8. The service area is free from water, noise, air pollution and complete sanitation can easily be established.					
C. Human Resources					
1. There is adequate population in the service area.					
2. The service area has the potential college-age population of an average of 400 in eight years.					
3. There are executive officers with doctoral degrees in the service area who can take part in the community college.					
4. There are lawyers and government officials in the service area who can take part in the community college.					

Attitude Statements	5 (VD)	4 (D)	3 (MD)	2 (SD)	1 (ND)
5. There are engineers, agriculturists, foresters, computer technicians, electronics, mechanics who can take in the community college.					
6. There Certified Public Accountants (CPA), doctor of Medicine who can take part in the community college.					
7. There are building constructors and a lot of construction workers who take part in the community college.					
D. Financial Resources					
1. Pre-operating expenses for surveys, building construction and other facilities can be financed from the proceeds of national taxes appropriated for the municipality.					
2. Initial compensation of faculty members and other personnel can be provided by the proponent- municipality.					
3. School supplies and equipments can be sourced from tuition and other fees.					
4. Involved barangays can allocate funds from their Special Education Fund (SEF) for such purpose.					
5. Parents can pay tuition fees only.					
6. Parents can pay tuition fees, foods and transportation only.					
7. Parents can have enough money for tuition fees, foods, transportation and board and lodging only.					
8. Parents can have enough money for tuition fees, uniforms, books, computer use, medical & dental fees, foods and board and lodging.					

Attitude Statements	5 (VD)	4 (D)	3 (MD)	2 (SD)	1 (ND)
E. Technical Resources					
1. The service area has seven national high school that will serve as feeders for the community college.					
2. Competent instructors and professors for college of education available in the service area can be instructors or professors in the community college.					
3. Water and electricity are sufficient for the community college.					
4. Engineers such as civil, electrical and mechanical can be instructors are available in the service area.					
5. Foresters or licensed forestry graduate who can be instructors in the community college are available in the service area.					
6. Communication facilities such as internet and mobile phone are available in the service area.					
7. Competent instructors, professors of academic subjects such as English, Science, Math, Social Science are available in the service area.					
8. Agriculturist or licensed agriculture graduate can be instructors in the community college.					
9. Competent administrators for the establishment of the community college are available in the service area.					
10. Vocational courses and programs such as Electronics, computer technician and encoder, Automechanic and Driving, medical and Health worker, farm workers, garment workers, and others can be offered in the community college.					

Attitude Statements	5 (VD)	4 (D)	3 (MD)	2 (SD)	1 (ND)
11. Apparatus and other machineries can be provided by the proponent municipality.					
12. Support by the LGOs for the establishment of the community college is very positive.					
13. Non-Government Organization (NGO) such Samar Island National Park (SINP) and the Kappas, Incorporation expressed their support for the establishment of the community college in the service area.					
14. The establishment of a community is supported by CHED Memorandum and is one of the 10 agenda of the Aquino Administration.					

VI. POSSIBLE PROBLEMS IN ESTABLISHING A COMMUNITY COLLEGE

Directions: Below are possible problems that may hinder the establishment of a community college. Rate the problems as to extent to which you feel about them using the scale below:

5	Extremely felt	(EF)
4	Highly felt	(HF)
3	Moderately felt	(MF)
2	Slightly felt	(SF)
1	Not a problem	(NP)

Possible Problems	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NP)
A. Enrolment					
1. The service area has inadequate number of enrolment for the community college.					
2. Only those financially-rich family can send their children to the community college.					

Possible Problems	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NP)
3. High school graduates may prefer to enroll college education in the city for prestige and popularity.					
4. High school graduates may no longer interested to enroll in college for reason of marriage.					
5. High school graduates may rather choose to leave for Manila than to enroll in college.					
6. New high school graduates may rather prefer to look for job elsewhere than to study in college.					
7. High school graduates may not enroll for lack of courses of courses offered in the community college.					
B. Physical Resources					
1. The service area cannot provide school site for the establishment of the community college.					
2. Buildings for the establishment of a community college can not be constructed for lack of appropriation.					
3. Pollution such as water, air, noise and land are disturbances in the establishment of the community college.					
4. Grounds such as interior roads, parking space, landscaping can not be provided because of lack of area or space.					
5. The service area is not the strategic place for establishment of a community college.					
6. The distance of the community college to the residences is not so accessible.					
7. Support infrastructures such as laboratories, libraries, and communication apparatus are so expensive.					

Possible Problems	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NP)
8. Transport services are not sufficient in the service area.					
C. Human Resources					
1. The service area lacks sufficient college-age population as the target-clientele for the establishment of a community college.					
2. The service area lacks sufficient competent authorities who can handle and manage the establishment of a community college.					
3. There are no competent licensed professional with masteral or doctoral degrees in the service area who can take part in the community college.					
4. The total population of the service area does not warrant to have a community college.					
5. The service area lacks persons with technical expertise who can take part in the community college.					
6. The population of the service area is too young to have a community college.					
D. Financial Resources					
1. The proponent municipality may not have sufficient budgetary allocation for the pre-operation expenses such as surveys and building construction etc.					
2. Compensation of the faculty and other personnel can not be financed by the proponent municipality.					
3. The family may not have enough money to finance the children for college education.					

Possible Problems	5	4	3	2	1
	(EF)	(HF)	(MF)	(SF)	(NP)
4. The barangays involved may not allocate particular funds for the establishment of the community college.					
5. The financial status of the business, commerce and trade in the service area does not give a positive outlook for the establishment of a community college.					
E. Technical Resources					
1. The service area may be lack of competent instructors and professors to take in the community college.					
2. Water and electricity may not be sufficient for the community college.					
3. The courses offered by the community college may not address the need of the client-students.					
4. The concerned local government will not be supportive to the establishment of a community college.					
5. The service area lacks would-be faculty members and trainers to carry out the community college.					
6. Procurement of apparatus and machineries are so expensive.					
7. Various stakeholders in the service area may not support in the establishment of a community college.					

VII. PROPOSED ACADEMIC AND CERTIFICATE PROGRAMS

Direction: Below are recommended academic and certificate programs that may be offered initially in the community college. Check these programs that may answer you needs.

1. Arts & Humanities
   - ____ English
   - ____ History
   - ____ Journalism
   - ____ Biology
   - ____ Botany

2. Business
   - ____ Accounting
   - ____ Business Admin (general)
   - ____ Finance
   - ____ Secretarial Studies

3. Education
   - ____ Elementary Education
   - ____ Secondary Education
   - ____ Music or Art Education
   - ____ Physical Education

4. Engineering
   - ____ Civil Engineering
   - ____ Computer Engineering
   - ____ Chemical Engineering
   - ____ Electrical Engineering
   - ____ Industrial Engineering
   - ____ Mechanical Engineering

5. Physical Science
   - ____ Chemistry
   - ____ Mathematics
   - ____ Physics
   - ____ Statistics

6. Professional
   - ____ Architecture
   - ____ Health Technology (medical, dental, laboratory)
   - ____ Medicine, Dentistry
   - ____ Veterinary Medicine
   - ____ Nursing
   - ____ Pharmacy
   - ____ Therapy (occupational, physical, speech)

7. Social Sciences
   - ____ Economics
   - ____ Geography
   - ____ Political Science
   - ____ Psychology
   - ____ Social Work
   - ____ Sociology

8. Technical
   - ____ Building Trades
   - ____ Data Processing
   - ____ Computer Programming
   - ____ Drafting or Design
   - ____ Electronics
   - ____ Mechanics

9. Other Fields
   - ____ Agriculture
   - ____ Communications
   - ____ Computer science
   - ____ Forestry
   - ____ Police or Law Enforcement
   - ____ Military Science

Thank you

The Researcher

QUESTIONNAIRE FOR LGO-RESPONDENTS

I. PERSONAL PROFILE

Direction: Please answer the following items by writing or checking your in the space / box provided.

Name : _____

Age :____ Sex: [ ] Male [ ] Female

Civil Status: [ ] Single [ ] Married [ ] Widow/er [ ] Separated

Educational Attainment:

[ ] Doctoral graduate
[ ] Masteral graduate with doctoral units
[ ] Masteral graduate
[ ] College graduate with masteral units
[ ] College graduate
[ ] High school graduate
[ ] High school level
[ ] Elementary graduate
[ ] Elementary level
[ ] No schooling

Work Experience : _____ years
Average Family Monthly Income: PhP _____

II. ATTITUDE TOWARDS COLLEGE EDUCATION

Direction : Below are statements that describe your attitude towards college education. Check the statement that aptly describes your sentiments inside the appropriate box using the scale below:

5 Strongly agree (SA)
4 Agree (A)
3 Not Sure (NS)
2 Disagree (D)
1 Strongly disagree (SD)

Attitude Statements	5 (SA)	4 (A)	3 (NS)	2 (D)	1 (SD)
1. I am desiring that all my children get college education.					
2. I will do everything in my power to send my children to college.					
3. I believe college education is important for my children's future.					
4. I believe college education is a way and means to improve our standard of living.					
5. I understand that my children are interested to pursue college education but which is far and beyond our reach and means.					
6. I always give lessons about the importance of college education to my children.					
7. I wish there were any college establishment in our area for my children to be able to enroll.					
8. I understand how to help prepare my child for college.					
9. I believe college education is not only for the rich but also for the poor ones who wishes to study.					
10. I do not think that my child needs or wants to attend college.					

Attitude Statements	5 (SA)	4 (A)	3 (NS)	2 (D)	1 (SD)
11. I would be very happy that our children so desire to have college education.					
12. I wish I could make a resolution providing scholarship to those deserving students.					
13. I would be very happy to become an advocate in the information drive about college education.					
14. I would be very interested to give priority to the constituents who pursue college education.					

III. ATTITUDE TOWARDS ESTABLISHMENT OF A COMMUNITY COLLEGE

Direction: Below are statements describing your attitude towards establishment of a community college near your area. Please check the statement that applies to you inside the appropriate box following the scale below:

5 Strongly agree (SA)
4 Agree (A)
3 Not sure (NS)
2 Disagree (D)
1 Strongly disagree (SD)

Attitude Statements	5 (SA)	4 (A)	3 (NS)	2 (D)	1 (SD)
1. I would be very happy and appreciative if a community college will be established near our home.					
2. I would be supportive of the local government if it will give my child access to college education.					
3. I feel that my family is valued by the proposed community college.					

Attitude Statements	5 (SA)	4 (A)	3 (NS)	2 (D)	1 (SD)
4. I am so encouraged to exert more effort to earn a living and to save for my children's college education.					
5. I believe high school graduates will no longer leave for other places. They would rather stay and enroll to continue their college education.					
6. I feel that the establishment of a community college in our area will enhance the socio-economic status of every barangay.					
7. I believe if a community college will be established in our area it will positively influence the students to pursue college education.					
8. I feel that my child would be very excited and interested to enroll in college.					
9. I will have to prioritize my children's college education than material welfare at home.					
10. I would recommend myself to take part in the establishment of a community college.					
11. Others (Pls. specify) _____ _____					

IV. EXPECTATIONS RELATIVE TO THE CREATION OF A COMMUNITY COLLEGE

Direction: What are your expectations of a community college established near you? Number each expectation using the scale 1 to 10 which 1 as the highest expectation and 10 as the lowest expectation.

[ ] The community college is an easy access to college education.
[ ] My children can pursue their chosen career and dream.
[ ] Many high school graduates may no longer leave for the cities to pursue their chosen career.
[ ] The cost of basic needs such as food, water, clothing, board and lodge is much less when the community college is established in our area.
[ ] The college education that is to be established shall offer courses that are occupation oriented which address the development needs of the community.
[ ] The people in the service area would expect growth not only in education but also in socio-economic status, health consciousness, micro industry and business etc.
[ ] My child after class hours can go home everyday and help other household chores.
[ ] Parents and students expect low expenses in the established community college.
[ ] We are assured of the safety of our children enrolled at the nearest community college in our area.
[ ] We expect that the community college is not biased in favor of the rich, urban, high income students and communities.

V. BARANGAY PROFILE

Direction: Please answer the items below by writing or checking your answer in the square/ box provided.

A. Population (2000) : _____

B. Annual Income : _____

C. Sources of Income or Revenue: (Place a check mark inside the box if they are available in the barangay)

[ ] taxes on stores or retailers with fixed business establishment
[ ] service fees for the use of barangay owned properties or service facilities such as palay, copra and tobacco dryers, sound system, multi-purpose hall, etc.
[ ] fees for the issuance of a barangay clearance for any business or activity located or conducted within the territorial jurisdiction of the barangay.
[ ] charges on commercial breeding of fighting cock.
[ ] cockfights and cockpits
[ ] charges on places of recreation which charge admission fees
[ ] billboards, signboards, neon signs and outdoor advertisement
[ ] garbage fee
[ ] contribution and donations
[ ] financial aid
[ ] grants-in-aid
[ ] fund-raising activities

D. Employment Status of the barangay

1. Check the distribution of employment in the barangay:

___ Agriculture (farm)
___ Construction worker(mason, steel man, laborer etc)
___ Forestry (forest guard, forester, logger)
___ Fishery
___ Government service (teacher, barangay officials, others)
___ Livestock and husbandry
___ Manufacturing business
___ Mining
___ Pensioners
___ Small-scale business (rattan, bamboo, bakery, etc.)
___ Self occupation
___ Transport business

2. Rank the major or common employments in the barangay. Rank 1 as the most common employment and 10 as the least employment in the barangay.

____ Farmer
____ Construction Worker
____ Logger, forester, forest guard
____ Fisherman
____Government service Barangay official, teacher Health worker
____ Livestock and husbandry
_____ Mining
_____ Pensioner
_____ Small- scale business(rattan, bamboo furniture maker
_____ Transport business
_____ Self occupation
_____ Manufacturing business

E. Economic Activities: (Put a check mark on the space provided)

___ weekly market place (tabo)
___ bakery
___ regular cockfights
___ foods and catering services
___ beauty shop
___ food millers
___ wholesale and retailing stores
___ internet and computer shop
___ coconut shell buying and selling business
___ abaca buying and selling
___ copra buying and selling business
___ commercial water shop
___ shops (auto, motor, vulcanizing, etc.)
___ print, arts, xerox copier center
___ rattan, bamboo products station
___ construction material such as sand, grava, pebbles cements, steel bars, etc.)
___ others (specify) _____

F. Facilities available in the barangay: (Place a check mark on the line provided)

___ site for the proposed community college
___ stations for collection and buying agricultural products, etc.
___ administration and maintenance of Katarungang Pambarangay
___ maintenance of barangay roads and bridges, water supply systems
___ information and reading centers

___ internet, computer for communication
___ compost pit, trash can, etc.
___ health and daycare centers
___ maintenance of electric post lightings
___ canal, drainage
___ public market
___ sports center
___ multi-purpose hall
___ telephone
___ multi-purpose pavement, plaza
___ telecommunication tower

VI. MUNICIPAL PROFILE

I. PHYSICAL RESOURCES

What are the physical resources available in the municipality?(Put a check mark on the line provided)

A. Agriculture and fishery extension and on-site research through:

____ 1.dispersal of livelihood and poultry, fingerlings, other seeding materials for agriculture;
____ 2.seed farms for palay, vegetables; medicinal plant gardens; seedling nurseries for fruit trees, coconuts, crops, demonstration farms.
____ 3.cooperatives for quality control of copra, improvements and development of local distribution channels;
____ 4.interbarangay irrigation system;
____ 5.water and soil resource utilization and conservation projects;
____ 6.enforcement of fishery laws in municipal waters, including conservation of mangroves;

B. Community-based forestry projects:

____ 1.integrated social forestry programs and similar projects;
____ 2.management and control of communal forests;
____ 3.establishment of tree parks, greenbelts, and similar forest development projects;

C. Health services

____ 1.primary health care programs and projects;
____ 2.maternal and child care;
____ 3.communicable and non-communicable disease control

services;
____ 4.access to secondary and tertiary health services;
____ 5.purchase of medicines, medical supplies and equipment needed to carry out the devolved health services.

D. Social welfare services
____ 1.youth and children welfare programs and projects such as 4 Ps etc.
____ 2.programs and projects for family, community, women, elderly and disabled
____ 3. rehabilitation programs for vagrants, beggars, street children, scavengers, Juvenile delinquents, and victims of drug abuse.
____ 4.livelihood and other pro-poor projects;
____ 5.nutrition services;
____ 6.family planning services.

E. Information services
____ 1.investment and job placement information system;
____ 2.tax and marketing information system;
____ 3.public library

F. Solid waste disposal or environmental management system
____ 1.waste disposal site
____ 2.street sweepers
____ 3.vehicle for waste disposal
____ 4.container for biodegradable and non-biodegradable wastes

G. Infrastructure facilities
____ 1.municipal roads and bridges;
____ 2.school buildings and other facilities for public elementary and secondary schools;
____ 3.available site for the proposed community college;
____ 4.clinics, health centers, and other facilities necessary to carry out Health services;
____ 5.communal irrigation, small water impounding projects, and other similar projects;
____ 6.fish ports;
____ 7.artesian wells, spring development, rainwater collectors, and water supply system;
____ 8.seawalls, dikes, drainage and sewerage, and flood control;
____ 9.traffic signals and road signs; and
10. other facilities:_____

H._____ Municipal public markets;

I. _____ Slaughterhouses;

J. Other economic enterprises: _____

K. _____ Municipal cemeteries

L. _____ Tourism facilities

M._____ Police station

N. _____ Fire Station

O. _____ Municipal jail

II. HUMAN RESOURCES

A. Total number of Population (2010): _____
B. Total number of male population: _____
C. Total number of female population: _____
D. Total number of high school population: _____
E. Total number of college-age population: _____
F. Direction: Please check on the space provided in the following manpower resources available in the municipality.

___ Accountant	___ Architect
___ Businessman	___ Actor / Entertainer
___ Artist	___ Clergy (Minister or Priest)
___ College Teacher	___ Computer programmer Analyst
___ Dentist	___ Doctor
___ Seaman	___ Dietician/Nutritionist
___ Engineer	___ Farmer
___ Foreign Service Worker	___ Homemaker
___ Interior Decorator	___ Lab technician
___ Lawyer	___ Military man
___ Nurse	___ Optometrist
___ Pharmacist	___ Police
___ Physician	___ Office worker
___ Elem./High School Teacher	___ Therapist
___ Journalist/Writer	___ Salesman
___ Broker	___ Dressmaker/Tailor
___ Beautician	___ Mechanic

___ Electronic technician
___ Electrician
___ Laborer
___ Driver
___ Building construction worker
___ Others (specify) _____

III. FINANCIAL RESOURCES

Direction: Please check on the space provided in the following financial resources available in the municipality.

___ Proceeds of national taxes
___ Support funds from national government and its instrumentalities including government-owned and controlled corporations (GOCCs)
___ National aid, grants, financial assistance
___ Foreign aid
___ Loan proceeds
___ Sales of fixed assets
___ Service fees and Honoraria Local revenues
___ Tax on manufacturers, assemblers, repackers, processes, brewers, distillers, mines manufacturers.
___ Tax on wholesalers, distributors, dealers in any article of commerce
___ Tax on exporters, manufacturers, millers, producers, wholesalers, distributors, dealers or retailers of essential commodities such as rice and corn, wheat, agricultural marine fresh water products, cooking oils and cooking gas, agricultural implements, fertilizers, poultry farm & other animal products, school supplies, cement etc.
___ Tax on retailers
___ Tax on contractors
___ Tax on banks & other financial institutions
___ Tax on peddlers
___ Tax on any business

VII. LEVEL OF SOCIAL DESIRABILITY OF ESTABLISHING A COMMUNITY COLLEGE

Direction: Below are indicators of social desirability feasibility of establishing a community college in your area. How feasible is this in your opinion. Check the level of feasibility along each indicator in the proper box using the guide below:

5	Very Desirable	(VD)
4	Desirable	(D)
3	Moderately Desirable	(MD)
2	Slightly Desirable	(SD)
1	Not Desirable	(ND)

Areas / Indicators	5 (VD)	4 (D)	3 (MD)	2 (SD)	1 (ND)
A. Community demands					
1. The service area has the high-school graduate population of 400 as the target client for the community college.					
2. Only 20-30 percent of the high school graduates can pursue college education.					
3. Farmers in the service area need modern techniques in plantation and farm production in upland areas and infield valleys.					
4. Farmers in the service area need modern techniques in livestock and poultry production in upland areas and infield valleys.					
5. Tourism education is needed in the service area as part of the Samar National Park (SINP) program to provide local employment.					
6. Mining operation and education can be one of the livelihood programs in the service area.					

Areas / Indicators	5 (VD)	4 (D)	3 (MD)	2 (SD)	1 (ND)
7. White-collar jobs such as teachers, medical & health workers, engineers, office workers, others are needed in the service area.					
8. Technical and vocational occupations such as farm workers, technicians, electricians, automotive mechanics, cell phone technicians, computer encoders and technician, others are needed in the service area.					
9. Parents agreed and encouraged to send their children to college once it is established in their area.					
B. Physical Resources					
1. The locality of Paranas and the neighboring barangays such as Bagacay and Calapi are very strategic location for the establishment of a community college.					
2. Transportation lines in the service area is very accessible.					
3. Building construction can be made by the proponent-municipality for the community college.					
4. Site for the establishment of the community college is very available.					
5. Support infrastructures such as laboratories, libraries can be provided by the proponent-municipalities.					
6. Grounds such as interior roads, parking space, landscaping are very possible once the community college will be established.					
7. The distance of the community college to the barangay residences is so accessible and practical.					

Areas / Indicators	5 (VD)	4 (D)	3 (MD)	2 (SD)	1 (ND)
8. The service area is free from water, noise, air pollution and complete sanitation can easily be established.					
C. Human Resources					
1. There is adequate population in the service area.					
2. The service area has the potential college-age population of .					
3. There are executive officers with doctoral degrees in the service area who can take part in the community college.					
4. There are lawyers and government officials in the service area who can take part in the community college.					
5. There are engineers, agriculturists, foresters, computer technicians, electronics, mechanics who can take in the community college.					
6. There Certified Public Accountants (CPA), doctor of Medicine who can take part in the community college.					
7. There are building constructors and a lot of construction workers who take part in the community college.					
D. Financial Resources					
1. Pre-operating expenses for surveys, building construction and other facilities can be financed by the proponent-municipality.					
2. Initial compensation of faculty members and other personnel can be provided by the proponent- municipality.					
3. School supplies and equipments can be sourced from tuition and other fees.					

Areas / Indicators	5 (VD)	4 (D)	3 (MD)	2 (SD)	1 (ND)
4. Involved barangays can allocate funds from their Special Education Fund (SEF) for such purpose.					
5. Parents can pay tuition fees only.					
6. Parents can pay tuition fees, foods and transportation only.					
7. Parents can have enough money for tuition gees, foods, transportation and board and lodging only.					
8. Parents can have enough money for tuition fees, uniforms, books, computer use, medical & dental fees, foods and board and lodging.					
E. Technical Resources					
1. The service area has seven national high school that will serve as feeders for the community college.					
2. Competent instructors and professors for college of education available in the service area can be instructors or professors in the community college.					
3. Water and electricity are sufficient for the community college.					
4. Engineers such as civil, electrical and mechanical can be instructors are available in the service area.					
5. Foresters or licensed forestry graduate who can be instructors in the community college are available in the service area.					
6. Communication facilities such as internet and mobile phone are available in the service area.					
7. Competent instructors, professors of academic subjects such as English, Science, Math, social Science are available in the service area.					

Areas / Indicators	5 (VD)	4 (D)	3 (MD)	2 (SD)	1 (ND)
8. Agriculturist or licensed agriculture graduate can be instructors in the community college.					
9. Competent administrators for the establishment of the community college are available in the service area.					
10. Vocational courses and programs such as Electronics, computer technician and encoder, Automechanic and Driving, medical and Health worker, farm workers, garment workers, and others can be offered in the community College.					
11. Apparatus and other machineries can be provided by the proponent municipality.					
12. Support by the LGOs for the establishment of the community college is very positive.					
13. Non-Government Organization (NGO) such Samar Island National Park (SINP) and the Kappas, Incorporation expressed their support for the establishment of the community college in the service area.					
14. The establishment of a community is supported by CHED Memorandum and is one of the 10 agenda of the Aquino Administration.					

VIII. POSSIBLE PROBLEMS IN ESTABLISHING A COMMUNITY COLLEGE

Directions: Below are possible problems that may hinder the establishment of a community college. Rate the problems as to extent the to which you feel about hem using the scale below:

5	Extremely felt	(EF)
4	Highly felt	(HF)
3	Moderately felt	(MF)
2	Slightly felt	(SF)
1	Not a problem	(NP)

Possible Problems	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NP)
A. Enrolment					
1. The service area has inadequate number of enrolment for the community college.					
2. Only those financially-rich family can send their children to the community college.					
3. High school graduates may prefer to enroll college education in the city for prestige and popularity.					
4. High school graduates may no longer interested to enroll in college for reason of marriage.					
5. High school graduates may rather choose to leave for Manila than to enroll in college.					
6. New high school graduates may rather prefer to look for job elsewhere than to study in college.					
7. High school graduates may not enroll for lack of courses of courses offered in the community college.					

Possible Problems	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NP)
B. Physical Resources					
1. The service area cannot provide school site for the establishment of the community college.					
2. Buildings for the establishment of a community college can not be constructed for lack of appropriation.					
3. Pollution such as water, air, noise and land are disturbances in the establishment of the community college.					
4. Grounds such as interior roads, parking space, landscaping can not be provided because of lack of area or space.					
5. The service area is not the strategic place for establishment of a community college.					
6. The distance of the community college to the residences is not so accessible.					
7. Support infrastructures such as laboratories, libraries, communication apparatus are so expensive.					
8. Transport services are not sufficient in the service area.					
C. Human Resources					
1. The service area lacks sufficient college-age population as the target-clientele for the establishment of a community college.					
2. The service area lacks sufficient competent authorities who can handle and manage the establishment of a community college.					
3. There are no competent licensed professional with masteral or doctoral degrees in the service area who can take part in the community college.					

Possible Problems	5	4	3	2	1
	(EF)	(HF)	(MF)	(SF)	(NP)
4. The total population of the service area does not warrant to have a community college.					
5. The service area lacks persons with technical expertise who can take part in the community college.					
6. The population of the service area is too young to have a community college.					
D. Financial Resources					
1. The proponent municipality may not have sufficient budgetary allocation for the pre-operation expenses such as surveys and building construction etc.					
2. Compensation of the faculty and other personnel can not be financed by the proponent municipality.					
3. The family may not have enough money to finance the children for college education.					
4. The barangays involved may not allocate particular funds for the establishment of the community college.					
5. The financial status of the business, commerce and trade in the service area does not give a positive outlook for the establishment of a community college.					
E. Technical Resources					
1. The service area may be lack of competent instructors and professors to take in the community college.					
2. Water and electricity may not be sufficient for the community college.					
3. The courses offered by the community college may not address the need of the client-students.					

Possible Problems	5 (EF)	4 (HF)	3 (MF)	2 (SF)	1 (NP)
4. The concerned local government will not be supportive to the establishment of a community college.					
5. The service area lacks would-be faculty members and trainers to carry out the community college.					
6. Procurement of apparatus and machineries are so expensive.					
7. Various stakeholders in the service area may not support in the establishment of a community college.					

IX. PROPOSED ACADEMIC AND CERTIFICATE PROGRAMS

Direction: Below are recommended academic and certificate programs that may be offered initially in the community college. Check the programs that may answer the needs of your locality.

1. Arts & Humanities
   ____ English
   ____ History
   ____ Journalism
   ____ Medicine, Dentistry
   ____ Veterinary Medicine

2. Business
   ____ Accounting
   ____ Business Admin (general)
   ____ Finance
   ____ Secretarial Studies

3. Education
   ____ Elementary Education
   ____ Secondary Education
   ____ Music or Art Education

6. Professional
   ____ Architecture
   ____ Health Technology(medical, dental, laboratory)
   ____ Biology
   ____ Botany
   ____ Nursing
   ____ Pharmacy
   ____ Therapy (occupational, physical, speech)

7. Social Sciences
   ____ Economics
   ____ Geography
   ____ Political Science
   ____ Psychology
   ____ Social Work
   ____ Sociology

____ Physical Education

4. Engineering
____ Civil Eng'g
____ Computer Eng'g
____ Chemical Eng'g
____ Electrical Eng'g
____ Industrial Eng'g
____ Mechanical Eng'g

5. Physical Science
____ Chemistry
____ Mathematics
____ Physics
____ Statistics

8. Technical
____ Building Trades
____ Data Processing
____ Computer Programming
____ Drafting or Design
____ Electronics
____ Mechanics

9. Other Fields
____ Agriculture
____ Communications
____ Computer science
____ Forestry
____ Police or Law Enforcement
____ Military Science

Thank you

The Researcher

APPENDIX H

CHARACTERISTICS OF DEGREES AND DIPLOMAS PROVIDED BY COMMISSION ON HIGHER EDUCATION (CHED)

Here is the characteristics of degrees and diplomas provided by Commission On Higher Education (CHED) as cited in the "Long-Term Higher Education Development Plan, 1996-2005". The titles and description or abbreviation of the degrees and diplomas granted by the higher education institution were adopted by the researcher as best suited in the operational definitions of the various courses supposed to be offered in this proposed community college.

Undergraduate level

1) Certificate, Diploma and Associate Programs

These titles are awarded upon completion of programs requiring three months to three years of study. These are non-degree technical or vocational education leading to skills proficiency which are mostly terminal in nature. Some one-, two-, and three-year courses are components of ladder-type bachelor's degree programs.

Course	Description
Secretarial Diploma	She is the essential staff who make day-to-day activities happen and whose professional efficiency enables executives and managers to work effectively. The varied role of the secretary will require excellent IT and

	organizational skills together with strong interpersonal and communication skills.
Buying, Purchasing	Is a study of the procurement and contracting process including planning, developing and contracting for major system. Topics include purchasing policy and strategy, value analysis engineering, quality assurance, make or buy decisions, principles of inventory management, institutional and government purchasing management.
Air Conditioning/Refrigerators Technician	This is a basic study of electrical, pressure, temperature controls including motor starting devices, operating relays, troubleshooting, safety controls and devices. Emphasis on use of wiring diagrams to analyze high and low voltage circuits. A review of OHM's law as applied to A/C control and circuits (Required (Lec. and lab) address current events, skills, knowledge and attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student.
Automotive Technician	This will teach about the construction, operation, diagnosis, service and repair of late- model automobiles and light trucks. This comprehensive program uses a building-block approach that starts with the fundamental principles of system operation and progresses gradually to complex diagnosis and service procedures.
Body Building and Wielding	This qualification will provide you with the practical skills and knowledge

	to build, repair or modify all types of commercial and industrial vehicle bodies, cabs and chassis to comply with all statutory regulations. You will learn skills in using tools, measuring and calculating, drawing and interpreting sketches and technical drawings, mechanical cutting and wielding. You will also learn about safety in the workplace and quality control.
Technical Drafting/Draftsman	Introduces technical drafting from the fundamentals through advanced drafting practices. Teaches lettering, metric construction, technical sketching, orthographic projection, section, intersection development and fasteners. Theory and applications and dimensioning and tolerance, pictorial drawing, and preparation of working and detailed drawings.
Electrical/Electronics	Includes applied electricity, basic electronics, electrical and computer technology, electrical engineering drawings, energy conversion and transformers.
Auto-Electrical/Electric Fundamentals/Domestic Electrical Installation/House Wiring Part	The student learns about batteries, alternators and starters, how to use a multimeter to test circuits and components and how to find faults in basic electrical circuits and components. Provides instruction on the relevant parts of the building regulations and approved documents. Offers instruction and application of basic house wiring and theory.
Residential Construction	This will train students in residential building science, energy efficiency, and combustion appliance safety. Topics

	will include nationally recognized building performance institute standards and whole house performance diagnosis.
Cabinet And Furniture Making	The students will become familiar with drafting equipment, estimate costs and select materials, demonstrate proficiency in the use and maintenance of hand tools. Operate stationary power equipment effectively and safely. Layout and cut various types of woodworking joints by hands and machine. Utilizes furniture ornamentation techniques such as turning, carving, molding and veneering. Layout and install furniture hardware. Sand stain, fill finish and polish furniture pieces. Lubricate and maintain all power equipment encountered in a small woodworking shop.
Painting Courses	This include acrylic painting, oil painting. Basic foundation, life painting, painting the head and figure, figure in water color, Head, Portrait painting, fundamentals of painting and color, fundamentals of oil painting, drawing and painting course and landscape painting.
Agriculture	Agriculture includes agricultural technology, agronomy, animal science, entomology, horticulture, plant pathology, and soil science.
Agricultural Technology	The agricultural technology program provides students the flexibility to select elective courses to fit their career goals. Students can choose concentrations of courses in animal science or plant science.

Geographic Information System (GIS) and Forestry	The student finish the course with an understanding of how GIS store map digitally, and all awareness of their application in characterizing forests, including mapping forests attributes, calculating timber and non-timber values, assessing harvest activities.
Geographic Information System Certificate	This is a popular and affordable technology provides the ability to automate map production and integrate earth imagery with other data to solve geographic problems.
Police Enforcement	The course teaches Criminal Law, Laws of Search and Seizure, Laws of Evidence, Traffic Laws, Investigative Techniques, Patrol Procedures, Firearms, Defensive Driver Training, Defensive Tactics, Police Report Writing, First Aid, CPR, and issues specific to area.
Veterinary Medicine	Includes handling and procedures in husbandry, medicine and surgery of pet birds, reptiles and small mammals including ferrets, rabbits, rodents and dogs.
Digital Communication And Media/Multimedia	A program that focuses on the development, use, and regulations of new electronic communication technologies using computer applications and that prepares individuals to function as developers and managers of digital communication media. Includes instruction in the principles of computers and telecommunications; digital communication technologies and processes; design and development of digital

	communications; marketing and distributions; digital communications regulations, law and policy; the study of human interactions with, and use of, digital media; and emerging trends and issues.
Cooking And Baking/Culinary Arts Program	Students will have the knowledge on the introduction to professional kitchen. Speed quality, production and teamwork. Breakfast course, culture and history of food, human interaction, and dietetics. Individuals will undergo Baking and Pastry Techniques and complete culinary Internship. Advance Food Service Management and includes fine Dining Service, Kitchen Maintenance and Design, Catering and Menus development.
Computer Programming	A program that prepares individuals to apply the knowledge and skills of general computer programming to the solutions of specific operational problems and customizations requirements presented by individual software users and organization users. Includes training in specific types of software and its installation and maintenance.
Computer Hardware Engineering	A program that prepares individual to apply mathematical and scientific principles to the design, development, and evaluation of computer hardware and related peripheral equipment. Includes instruction in computer circuit and chip design, circuitry, computer system design, computer equipment design, computer layout planning, testing procedures, and related computer theory and software topics.

Cosmetology/ Hair Styling And Design	A program that prepares individual to shape fingernails and toenails, remove unwanted skin and blemishes, apply polish and cosmetics to nails and functions as licensed manicurists or nail technicians. T shampoo, cut, style, set and dress the scalp hair of women and/or men, braid hair, apply hair cosmetics and wigs. Prepare for licensure as professional hairdresser and barbers at various levels. Includes theory and concepts and applicable laws and regulations.
Kindergarten/Preschool Education And Teaching	A program that prepares individuals to teach students in formal settings prior to beginning regular elementary school, usually ranging in age from three to six years, Includes preparation to teach all relevant subject matter.

Website: D:\Documents\CIP Codes.mht. http://www.askedu.net/course

CURRICULUM VITAE

CURRICULUM VITAE

Name	:	Edgar O. Sabas
Address	:	Barangay Pequit, Paranas, Samar
Date of Birth	:	May 11, 1970
Place of Birth	:	Brgy 79, Marasbaras, Tacloban City, Leyte
Present Position	:	Elementary School Teacher
Station	:	Tenani Integrated School
Civil Status	:	Married

EDUCATIONAL BACKGROUND

Elementary	:	Marasbaras Community School Tacloban City 1977-1983
Secondary	:	Leyte National High School Tacloban City 1983-1987
College	:	Bohol Institute of Technology Tagbilaran City, Bohol 1987-1988
		Divine Word College Tagbilaran City, Bohol 1988-1993
Graduate Studies	:	Samar State Polytechnic College Catbalogan, Samar 1999-2001
College	:	Samar College Bachelor of Laws Catbalogan, Samar

2003-2004

Graduate Studies : Samar State University
Master of Arts in Education major in
Educational Management

ELIGIBILITY

Civil Service Professional
Tacloban City

Professional Board Examination for Teachers (PBET)
Tacloban City

POSITION HELD

Central Elementary School Principal
San Jose De Buan Central Elementary School
San Jose De Buan, Samar

SEMINARS/WORKSHOPS ATTENDED

Multigrade Training ----------	COA, Regional Office Candahug, Palo, Leyte May 27-June 1, 1996
1996 Summer Institute in Musika Sining at Edukasyong Pisikal/ Pangkatawan -------	Leyte Institute of Technology April 8-26, 1996
1998 DECS-Regional Summer Institute in Science -------	Wright Central Elem. School Wright I District May 14-30, 1998
Workshop on Elementary Mathematics --	Redaja Hall, DECS Division Office Catbalogan, Samar August 2-4, 2000
Regional-Based National Accreditation -- Course in Selected Sports, Conducted	Tacloban Sports Development Center, Tacloban City

By the Physical Facilities and School Sports Division and the Task Force on School Sports	October 24-28, 2007
The 2008 Metrobank-MTAP-DepEd Math Challenge in Region VIII, Divison of Samar	Wright I District January 11, 2008
Facilitator, English Proficiency Test For Teacher Applicants	Redaja Hall, Samar Division, Samar Division, Catb., Samar April 8-11, 2008
Mathematics for Progressive Thinking	Redaja Hall, DepEd Division Office, Catb. July 4-5, 2008
DepEd Integrated Short-Term Program (DISP) in the Teaching of English Using Higher Order Thinking Skills (HOTS)	Cebu Normal University Cebu City October 27-November 9, 2008
Special National Accreditation Course In Different Sports Events	Leyte National High School Tacloban City November 26-30, 2008
Discussant, Training-Seminar on High Order Thinking Skills (HOTS)	Wright I District Paranas, Samar December 12, 2008
Division Training Workshop on School Improvement Planning (Under SBM Program)	Redaja Hall, DepEd Div. Office Catbalogan, Samar January 21-23, 2009
Re-Echo Seminar on Training of Teachers on the Teaching Of Conservation	Tenani Integrated School Paranas, Samar February 5-7, 2009
Athletics Officiating Official in the 2009 Eastern Visayas Regional Athletic (EVRAA) Meet	Leyte Sports Dev't Center Tacloban City March 29-April 3, 2009
Invaluable Services and Sacrifices Contributed to the Successful	Leyte Sports Dev't Center Tacloban City

Hosting of Region VIII (CARAGA) Athletic Delegation During the Palarong Pambansa 2009	April 20-May 3, 2009
Training Workshop on Strategic Instructional Materials (SIM) (SIM) Peer Practice Teaching Worksheets (PPTW) in Mathematics I, II, III, IV	Redaja Hall, Samar Division Catbalogan, Samar May 20-22, 2009
Facilitator, Seminar-Workshop on Communicative Language Teaching (CLT)	Catb III Central Elem School Catbalogan, Samar May 25-27, 2009
Invaluable Support that Lead to the Successful Conduct of the 9th Samar Council Jamboree	Poblacion, Paranas August 7-9, 2009
Invaluable Services and Sacrifices Which Has Greatly Contributed To the Success of the Samar Provincial cultural and Athletic Association Meet 2009	Samar Sports Complex Catbalogan, Samar December 17-19, 2009
Facilitator, 2010 Division Jass Chants Festival	Samar Division Catbalogan, Samar February 5, 2010
Invaluable Services and Sacrifices Which has Greatly Contributed To the Success of the Eastern Athletic Association (EVRAA)	Ormoc City Sports Complex Ormoc City March 13-17, 2010
Basic Course on School Based Management -	RTTC, DepEd R.O. VIII Government Center Candahug, Palo, Leyte August 22-26, 2010

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