

Customs administration



**ASSIGN
BUSTER**

Rationale of the study Education is a process of colonization. In its Informal setting such as the home and the community as well as In Its formal venue such as school, It endeavors to gradually Introduce the individual to the world of society living where sharing and collaborate are needed for the continued existence of communal life.

Customs Administration students who finished the degree levels respectively who are actually teaching are being traced especially on their actual Job, lifestyle, social acceptance, prestige value whether they implement what they attained knowledge, attitudes and skills from their institution. In this process the most significant feature Is the generation of awareness on positive social value and their subsequent internationalization.

Values such as respect for authority, social of work, tang-an-lobs, self-sacrifice, self-abnegation, patriotism, law faddishness and faith in God are very important elements in the character make- up of the individual if he is to become an asset to the world of me where he finds himself. In the Interplay of both formal and Informal educative factors, the home and the hurry are the first to exert their influence upon the individual for which reason the basic building of the child's personality are from these two institutions.

Some years later, the school Joins these two learning agents to reinforce what has been learned and to introduce new value lessons relevant to the world of learning and, most important, to the world of work. A university Justifies Its existence by the quality of service It renders Its clientele. If such service results in the betterment of the quality of life of the service

recipients, the student's one can say that the university has succeeded in its mission. The mission of its university, it should be remembered, is always person oriented.

Man is the be-all and end-all of its existence. Man and his deflowering into "morally upright and spiritually inspired" Individual with an awakened social conscience and adequate professional competence - such is the mission of every Institution of higher learning. In this connection, it is pertinent to quote the mission of the university of the Visas: 731 6% "+&3" 1*, 2% _+ "#96 +71#71 &("(> *(+()""%+**,&%(/%#\$*%'(7+#1 6;% %%% This being the case, every attempt to value a program offering of a university should be student centered. It should of their Alma Mater.

In addition to the curriculum, there are other areas of the program that will have to be looked into such as library, classroom facilities and institution. Information can be sourced from the students who have graduated from the program. And this can be useful in improving the operation of the program to make it more effective and relevant. Theoretical Background This study is anchored on the following theorist: Stoop and Gunner, Andrew and Wiley, Albert Bandeau and Kookier and chuckhole. Stoop and Gunner believe in the importance of follow-up studies both for in-school and out-school students.

For in-school people, whether in the elementary or high- school level the importance of follow-up studies lays in discovering information relevant the activities of the pupils, both academic and extra-curricular, and in measuring the extent of their involvement in the same. For out-of-school or former pupils, follow-up studies reveal such information as the coping ability of the

child in his present studies (if he is studying) and the extent his training in his former school as contribute to his successful adjustment.

Andrew and Wiley talked about the problems former students may encounter in their world of work insofar as work competencies are concerned and in the social circle in their work places as healthy interpersonal relationship is concerned. The authors also talk of program revision and redirection in order relate directly to the needs of the students in the practice of their career or profession. Benders (1984, reprint 2004) theorized that social learning occurs by simply observing. Individuals learn from what they see and not only from the consequences f what they do.

They learn not only from their own experience but also from the experience of others. This support the saying: " He who learns from his experience is wise; but he who learns from the experience of others is wiser. " Important in social learning theory are the concept of vicarious reinforcement, imitation and modeling. Vicarious reinforcement in indirect reinforcement and does not come from without. It comes from the person himself so that it is also called self- reinforcement. Imitation and modeling as the terms suggest simply mean that a person learns what he sees.

Models particularly, are imitated. The model could be parent, a teacher, peers, basketball star or anyone whose behavior is imitated. Cocker and Chuckhole's colonization process is a goal of development. Colonization is the process by which a person develops from a mere, biological organism, as at birth, to an adequate adult person. Colonization means learning the ways of culture. Measure of the prevailing adult attitudes, values, beliefs and

knowledge of the sub- culture to which he belongs. Colonization requires moving through a series of age-related sub-cultures.

At any even time in the life of a growing child or youth one may refer to the dominant thought patterns of his age mates as his peer culture. This statement should be qualified, with the observation that until a child is old enough to become a member of a neighborhood play group, he has no true culture. During the first two or three years of life the only culture he knows is that part of the adult culture which his parents and adult relatives see fit to teach him, or the peer culture which older siblings transmit.

The nature of peer culture which change continuously as children grow older. For any age level, the peer culture change with the passage of time: this change is very conspicuous, for example, in the case of teenage Jargon and teen-age clothing, eating and dating habits. Adults merely understand child and youth peer culture. They see the surface of them, but with childish wisdom youngsters realize that it saves trouble to keep a part of the peer culture hidden from adult view. People are adjudicator to individuals who are observed.

Observations are done to those who actually perform their Jobs as noted in the position description forms or heir appointments. Standard criteria are set on a three-point or five-point scale depending arbitrary on certain category. The lifestyle which is part of living could be very high which is of one of three points, high which is of two points, and low which is of one point of living. The social acceptance which is marked by pleasant companionship with

one's friend could be very highly accepted socially which has three points, highly accepted socially which has two points socially which has one point.

For prestige value whose standing as estimation on the eyes of the people noninsured reputation, influence and authority could be adjudge very high prestige value of three points; high prestige value of two points; and low prestige value of one point. THE PROBLEM Statement of the Problem It is the purpose of this study to trace the graduates of the Customs Administration of the University of the Visas from Academic the Year 2004-2010. The study seeks to answer the following questions: Personal profile age; gender; and civil status Professional profile 1. . 1 Educational Attainment (Baccalaureate Degree) 1. 2. 2 Professional skills 1. 2. 3 1. 2. Professional Examination(s) and Reason(s) for taking the course(s) or pursuing the degree(s)

EMPLOYMENT DATA presently employed? ; reasons why not yet employed; present employed status; present occupation; name of the company or organization; place of work; is the first job related to the course you took up in college; reasons for accepting the Job; how did you find your Job; Job level position; and initial gross monthly earning in your first job? DEFINITION OF

TERMS To facilitate mutual understanding between the researcher and the readers, the following terms were given their operational meanings:

Graduates These are the students who have completed the graduate post graduate programs as attested to by issuance of special order from the Commission on Higher Education. Professional Profile The term means the employment status of the graduates in the college of Customs

Administration program concerning the occupation, nature of employment, level of position and salary.

Personal Profile This means the age, gender and civil status of the graduates concerning the Customs Administration course. This refers to the gathering of information with regard to the status of the graduates of the University of the Visayas of the Customs Administration course. Chapter 2 REVIEW OF RELATED LITERATURE AND STUDIES This chapter covers a discussion on subject related to the topic which is the focus of his investigation. The discussion covers related literature and related studies.

The first part deals with a flash back on the subject of change insofar as the various aspects of an educational program is concerned particularly the curriculum, faculty facilities and philosophical basis. The second part considers the theses and dissertation written on the subject of educational change and redirection arising out of several factors particularly the one which impact on the socio-economic and professional life of former school clients.

Related Literature The Customs Administration curriculum being the concern of this study is important to get background information on this subject viewed in its general aspect.

As a focal point in any educational undertaking, the curriculum has been the center controversies among the so-called stake holder of education: businessman, religious denominations, social welfare workers, politicians and other groups. Each of these groups would want a curriculum which is favorable to its interest. Choosing the kind of curriculum favorable to their own interest actually involves consideration of the four curriculum categories as classified by Jailbird, which are: (a) Social efficiency, (b) Humanism, (c) Social neologism, and (d) Developmentally (skittered, 1995).

The social efficiency is one which prepares the individual for a role in the economic needs of society. It is a work-oriented program of study designed to equip the learner with the necessary work or occupational skills.

Vocational and technical schools are characterized by their offering of this type of curriculum. Social Neologism as a curricular targets social improvement as the be-all and end all of the educational activity. It is reform oriented and is designed to combat existing social problems such as social ills.

For its obsession to the betterment of society this type of curriculum is somewhat similar to the social efficiency curriculum. Developmental as a curriculum category belonging to the child-centered genre of curriculum. Here, the concern is towards making the curriculum fit the developmental needs of the child. As such, it is organized around psychological eased, this curriculum type intends to facilitate the development of all the potential of the child-physical, intellectual and emotional. What factors determine the institution's choice of a curriculum?

Such choice depends upon the general orientation of the institution. If it is a technical school, it will naturally operate with the ambit of the social efficiency course of study. If it is a community college, it will have humanism as its guiding philosophy, and if it is an exclusive private school child centricism will be its thrust and developmental will dominate its operation. Universities are also guided by its primary mandate which case their curriculum can be a combination of two or three categories. Relative to curriculum types and choice is the subject of organizational change.

If an educational institution is to serve, it has to have a flexible outlook insofar as its mandate is concerned; otherwise its survival will be at stake. Changing the direction of circular offerings towards academic areas which are in demand in the community is the usual strategy. What forces dictate the direction of an institutions' pattern of change? E. Mark Hanson of the University of California in his *Educational Administration and Organizational Behavior*,. Identifies three forces that impel a school to change its thrusts.

These are environmental shifts, environmental regression and environmental shock. Environmental shift happens when regulatory bodies come up with new policies or guidelines affecting the operation of a school. For example, a new requirement on faculty qualification can change a school's policy on personal recruitment: or a new curriculum introduced concerning on ongoing program of study can trigger a revamp on a school's course requirements with its consequent impacts on new time slots, facilities and equipment provisions and the like.

Sometimes a school could forget its mandate to the extent that its products are no longer useful in the community. No longer relevant to the lifeblood of the area, a school could lose its social support and consequently its student population could go down. This is a case of environmental regression, which if neglected, could cause the school to fold up. Organization change, therefore, becomes imperative. A third type of organizational change is the one propelled by what is known as environmental shock. Hanson (1979) explains these phenomena this way!