

A DESCRIPTIVE STUDY ON THE EFFECTIVENESS OF PUBLIC RELATIONS
PROGRAMS OF SELECTED INSTITUTIONS FOR
HIGHER LEARNING IN LAGUNA

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(Organizational Communication Research)

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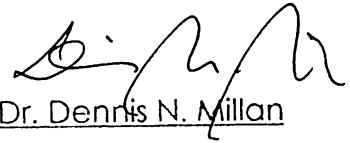
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APPROVAL SHEET

This thesis entitled " A Study on the Effectiveness of Public Relations Programs of Selected Schools in Laguna" presented by Mary Glynn B. Maravilla in partial fulfillment of the requirements for the degree of Bachelor of Arts in Organizational Communication, is hereby presented.



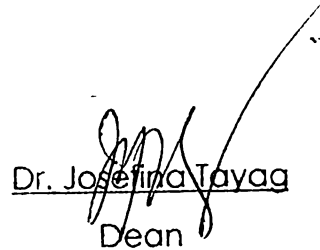
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ABSTRACT

A Descriptive Study on the Effectiveness of Public Relations Programs of Selected Institutions for Higher Education in Laguna

By

Mary Glynn B. Maravilla

Public Relations in Higher Education as quoted in Bernays (285) is "a tool of persuasion and suggestion to accomplish certain specific objectives such as fund raising, securing better students and teachers etc." It is different from PR in general because it has a limited realm. It is only relevant to people who are directly concerned or affected by it. The person in charge of PR in educational institutions for higher learning has the following publics: the alumni, the faculty, the student body, the local community and the local government unit. He also has to face the problem of decreasing enrollments in colleges and universities at present.

The paper is a study on the effectiveness of the Public Relations campaign of three schools in Laguna. It aims to find out if institutions for higher learning in Laguna have a public relations program. If there is a public relations program the research aims to find out examples of these PR activities. It also aims to find out if there is a PR person in charge of the public relations program. Furthermore, it aims to discover if the school allots a budget for its public relations campaigns. It also aims to find out if the school provides financial assistance, scholarship grants and other support programs to their students. And lastly, the research aims to find out if students consider the school's public relations program or activities in choosing a school.

The study done was descriptive in nature. It was conducted in three schools in Laguna. Systems Technology Institute in Sta. Rosa, Laguna. It is an educational center offering vocational courses in Information Technology. The second is St. Michaels' College in Binan, Laguna, a private college, and the last is the University of Perpetual Help System Laguna. The researcher used two methods for data collection. The interview and the survey questionnaire. The Public Relations persons of the three said schools were interviewed. And a survey questionnaire was also distributed to fifty students of the three institutions. The respondents were chosen through non-probability sampling.

Based on the responses the researcher was able to accomplish the six objectives. The first is to find out if the selected schools have a public

relations program. According to the responses, all three schools have a public relations program. The third objective is to find out if there is a PR person in charge of the school's PR campaign. The respondents replied that they do have a person in charge of the school's PR program. The fourth objective is to find out if the schools have allotted budgets for public relations. Based on the responses, all three schools have budgets for their Public relations activities. But, STI does not have a fixed budget for their PR campaigns while St. Michael's and UPHSL have fixed budgets for their PR campaigns. The fifth objective is to find out if the students are provided with financial assistance and other support programs. The respondents replied that their school provides financial assistance to its students. The last objective is to find out if students consider the school's public relations activities in choosing a school. Based on the responses, the students consider the school's public image and public relations activities in choosing a school. At the top of the list is the school's good reputation and the last consideration is the school's popularity. Community relations, location, scholarships, price and advertisements and promotion are second, third, fourth, fifth and sixth on the list respectively.

Based on the study, the three selected schools all have effective public relations programs based on the ideal. The researcher also identified other factors which affect the school's enrollment. Some of these are the financial problems encountered by the students and their families, the students' decision to work after graduation and the competition from other schools in the area.

At the end of the study, the researcher gave several suggestions to future researchers. They may decide to conduct a comparative study on the public relations programs of a number of schools or another type of organization. They may also focus on the benefits the public relations programs brings to the organization. For the schools, the research could serve as an evaluation tool to gauge whether the public relations program they have at present is effective or not. For the students, this research could encourage them to maximize the PR program of their respective schools.

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Chapter 1

INTRODUCTION

Communications is "the mechanism through which human relations exist and develop." - Charles Horton Cooley (qtd. In Kindred, Bagin and Gallagher, 1990)

The communication process is not limited to saying and listening to something. It comes from the Latin "communicare" meaning "to share" or "to make common." It is the sharing and exchanging of ideas, feelings and information. This sharing is accomplished through the use of language, which could be oral, written, symbolic or non-verbal. It is a cooperative process where mutual interaction is necessary to develop new ideas, foster good relationships and generate action (Kindred, 1990).

Moreover, communication is not just limited to intrapersonal and interpersonal it also includes public communication. Public communication involves a bigger and more varied audience. The main purposes of public communication are to persuade, inform, entertain and promote change. This is where public relations enters the picture. Public Relations as one definition given by the *Public Relations News* is the management function which evaluates public attitudes, identifies the policies and procedures of an individual or an organization with the public

interest, and plans and executes a program of action to earn public understanding and acceptance (qtd. In Kindred, 1990). This is a very important aspect in all types of organizations. It is not just limited to business and industrial organizations even non-profit organizations like schools have public relations.

"The basic objective of an educational public relations program, on the part of a college or university, are largely identical with the purposes of any general public relations campaign. . . The difference is not one of kind but of degree. Educational public relations operates in a specific area or realm of discourse" (Steinberg, 339).

Schools use public relations programs to enhance their status and prestige in the community and also as a means to attract prospective students and faculty.

Are these public relations programs effective in achieving its main goal which is to increase the number of enrollment in their educational institutions?

A. RATIONALE OF THE STUDY

Public Relations is a very broad field. It has a lot of related activities under it. It is a part of all types of organizations whether profit or non-profit. Schools are classified under non-profit organizations regardless if it is state-supported or private owned. Public Relations in higher

education have similar functions as public relations in general the difference only lies in the degree or area. Educational public relations only operates in a specific area. Public relations in schools are used to add stature and prestige to the institution, to find ways of interesting superior students, to inform the public through the mass media of important research achievements, to interest sponsor or donors to answer its needs, and to help in attracting excellent teachers and students (Steinberg).

Fewer and fewer number of high school graduates enter college and opt to find jobs to support themselves and their families. Schools for higher education are faced with the declining number of enrollments. This problem as recognized by the PR person of St. Michael's College is a result of the financial crisis, transfer of residency, work, marriage and competition. Schools would have to devise a plan of action to combat this problem.

This study aims to evaluate the effectiveness of the public relations activities or programs institutions for higher learning in Laguna employ to attract prospective students.

B. RESEARCH PROBLEMS

The study aims to find the answer to the following questions:

General Problem:

Are the Public Relations programs of selected educational institutions for higher learning in the towns of Cabuyao and Binan in Laguna effective?

In the process of answering the main problem, the following sub-problems are presented.

Sub-problems:

1. Do they have a public relations program or activities which constitute such a program?
2. What are some examples of these activities?
3. Do they have a public relations person or department?
4. Do they allot a budget for their public relations campaigns?
5. Do these institutions offer scholarship grants, financial assistance and support programs to underprivileged students?
6. Do students consider the schools' public relations programs in choosing a school?

C. OBJECTIVES OF THE STUDY

General Objective:

The study aims to evaluate the effectiveness of the public relations program of selected institutions for higher education in Laguna.

Sub-objectives:

1. The researcher aims to find out if institutions for higher learning in Laguna have a public relations program.
2. The researcher aims to find out examples of these activities.
3. The researcher aims to find out if there is a person or department in charge of their public relations.
4. The researcher aims to discover if they have a budget for their public relations campaigns.
5. The researcher aims to find out if they provide financial assistance, scholarship grants and other support programs to their underprivileged students.
6. The researcher aims to find out if students consider the school's public relations program or activities in choosing a school.

D. HYPOTHESIS OF THE STUDY

The Public Relations campaigns of schools in Laguna are effective in attracting students.

E. SCOPE AND LIMITATION OF THE STUDY:

The study is about evaluating the effectiveness of the public relations programs of selected educational institutions for higher learning in the province of Laguna in attracting prospective students. The researcher interviewed the Public Relations persons of three schools in Laguna. The study is confined to three institutions for higher education; Systems Technology Institute in Sta. Rosa, Laguna, St. Michael College in Binan, Laguna and the University of Perpetual Help System Laguna also in Binan. These three organizations offer different courses and are under different classifications. The first one is an educational center, the second a college and the last one a university. The research is also limited to activities which are devised to attract prospective students. A questionnaire was also distributed to a total of 50 students from all three schools. Twenty respondents were from St. Michael College and fifteen each from STI and University of Perpetual Help. The study is not comparative in nature. It did not compare the public relations program of the three schools. The study was also conducted within a very limited time.

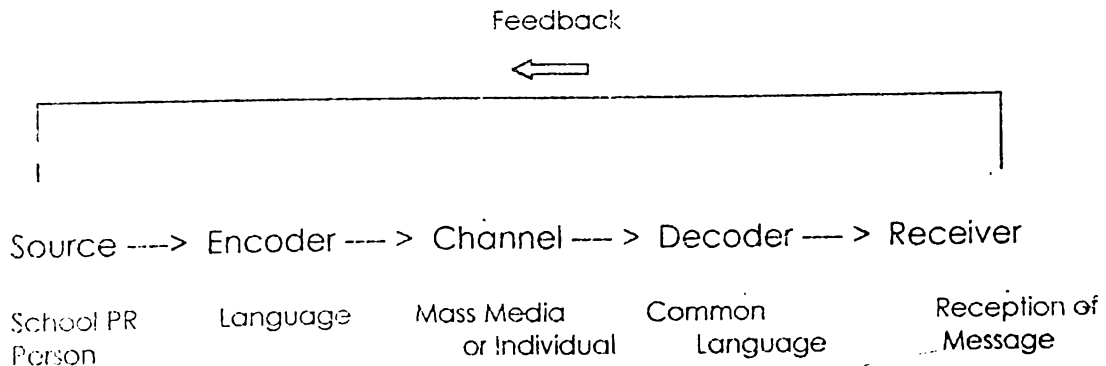
Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

Nowadays, organizations whether profit or non-profit recognize the crucial role public relations play in helping the organization achieve its goals. Public Relations as defined by Grunig and Hund (qtd. In Kindred, 358) is "the management of communication between an organization and its publics."

RELATED LITERATURE

The Communication Process



Five elements are identified in the communication theory. "The source or sender of information, the message form used by the source (encoder), a channel that carries the message, the decoder who perceives and interprets the common language, and a receiver who reacts to the message after conceptualizing it" (Kindred, 84). This process works the same for interpersonal or written communication. If it is applied

to Public Relations the source would be the PR person, encoder would be the language used by the PR person, the Channel would either be mass media or the individual, the decoder would be the common language and the receiver would be the various publics.

Definitions of Public Relations in General:

Presently, there is no single definition of Public Relations. Practitioners, educators and researchers have tried to come up with a single definition which would adequately describe the nature of Public Relations. Unfortunately the broadness of the field makes it impossible to come up with a single definition. Rex Harlow examined public relations books, magazines, and journals and found 472 definitions of *public relations*. Additionally, he asked eighty-three public relations practitioners for their definitions. From all this he composed an eighty-seven word definition that Grunig and Hund reduced to "the management of communication between an organization and its publics" (qtd. In Kindred, 1990).

Wilcox, Ault and Agee (qtd. In Kindred, 1990) gave this definition which was approved by the World Assembly of Public Relations.

"Public relations practice is the art and social science of analyzing trends, predicting their consequences, counseling organization leaders, and implementing planned programs of action which serve both the organization and the public's interest."

Jim McNamara (1996) also gave another characteristic of public relations. He characterized it as a two-way process where the organization and its public has to continually relate and communicate. It is different from plain advertising in the sense that it does not just aim to sell it also aims to foster a bond between the two parties. Thus, generating not just profit but also acceptability. It also involves actions not just words as seen by programs and projects launched by companies, institutions and associations which aims to make the publics feel important. Public relations is also perceived as a necessity that all organizations whatever their classification utilize whether they like it or not. The public has a need to examine their programs and form opinions on the matter.

Public Relations and its Related Activities:

Fraser Seitel (438) in his book "The Practice of Public Relations" enumerated the activities related to Public Relations:

1. "Press Agency involves planning activities or staging events – sometimes just stunts that will attract attention to a person, institution, idea or product.
2. Promotion – a hazy line separates yesterday's press agency from today's promotion. Although promotion incorporates special events that could be called press agency it goes beyond that into opinion making. Promotion attempts to garner support and endorsement for a person, product, institution or idea.
3. Public Affairs is a highly specialized kind of public relations that involves community relationships and government relations that is dealing with

officials within the community and working with legislative groups and various pressure groups such as consumers.

4. Publicity is strictly a communication function, whereas PR involves a management function as well. Essentially, publicity means placing information in a news medium, either in a mass medium such as television or newspapers or in a specialized medium such as corporate, association, trade, or industry magazines, newsletters or even brochures. Publicists perform a vital function – disseminating information but they generally do not help set policy.
5. Advertising according to Matrat (qtd. In Seitel) uses a strategy to create desire, to motivate demand for a product.
6. Marketing as defined by the American Marketing Association 1985 is "the process of planning and executing the conception (product), pricing, promotion and distribution (place) of ideas, goods and services to create exchanges that satisfy individual and organizational objectives."
7. Merchandising is concerned with the packaging of a product, an idea or perhaps even a president. Its research asks "what subtle emotions play a part in acceptance of the product, what shape of package is easiest to handle, what color is likely to attract more attention or what kind of display will make people react" (qtd. In Seitel,).

Procedures for Evaluating a Public Relations Program

Newsom also enumerated procedures in evaluating the public relations program of organizations. He also stressed that public relations does not end in the achievement of a goal or an aim. It is important for it to be evaluated and examined so as to discover the weak points and strong points of the program. This is also important in preparing the

organization for future problems. He enumerated four steps in evaluation. The first step is to compile the goal results and interpret it if it is in line with the organization's objectives, vision and mission. Second, evaluate the impact of actions taken. Find out if the public's attitude toward the institution changed. Third, determine how the organization's mission and objective been affected. And fourth, measure the program's impact on three areas: financial responsibility, ethics and social responsibility.

Seitel (1980) on the other hand discussed in his book numerous ways for evaluating a public relations program which is different from the one discussed by Newsom. The most common is what he calls a seat-of the pants evaluation where the practitioner's judgement and observation are used to gauge the effectiveness of the program. Feedbacks may come from representatives from key publics, the media etc. but the practitioner evaluates the program on his or her own so it is very subjective. Another more scientific type of evaluation is the content analysis where the numerical tabulation of results is evaluated and tied up with the seat-of-the-pants evaluation. This is commonly used in polls, surveys etc. Still another one would be to pretest the target public before the program was implemented and then give a post test after the implementation of the program. This is much better as there will be a basis for comparison and the change will be apparent. Another way is to monitor the public relations campaign this is also good as the PR expert can see the changes which are needed and can institute these changes as soon as possible while the program is still going on. Another great way would also be to dissect it after the fact so that it would still be fresh in the mind of the persons in charge.

Steinberg proposed the Macro model of Evaluation. This model considers all the information received and use these to provide an appropriate approach for planning evaluation of public relations. In this

model the public relations program is illustrated as a pyramid with the base comprised of information and planning the peak with the achieved objective or a solved problem. The model varies for each program or project but the basic steps remain unchanged. The program is divided into three stages: inputs, outputs and outcomes or effects. Inputs are the ideas, adequate information or research, medium to use and message content. Outputs are the communication media produced. And the outcomes or effects involves the attitudinal or behavioral changes. This division into stages makes evaluation more manageable.

Definitions of School Public Relations:

Kindred (15) defined school public relations as " a process of communication between the school and the community for the purpose of increasing citizen understanding of educational needs and practices and encouraging intelligent citizen interest and cooperation in the work of improving the school.

Meanwhile, Edward Bernays (1952) author of "Public Relations" featured in his book four definitions of Public Relations given by the Presidents of colleges and universities in the east coast of the United States. The first definition states that public relations concerns the entire relationship of higher education to the public. The second one saw public relations as a means of asserting intellectual leadership in the community. The third one meanwhile states that public relations includes all special activities that interpret the institution to the public in order to enhance its prestige and reputation. As Pres. Herbert L. Spencer of Bucknell University (qtd. In Bernays, 1952) commented "the Public relations activities of any college should aim to interpret the college's policy and accomplishments to it's various publics, in order to secure for the college maximum good

will and understanding." The fourth one regards public relations as a tool for persuasion and suggestion to accomplish certain specific objectives. President Dr. Herbert D. Welte (qtd. In Bernays, 1952) also came with this observation: " The objectives of a college public relations program in a state-supported-institutions may be briefly stated as follows : a) to acquaint the public with the activities and needs of a college b) to interest students, faculty and alumni in the program and offerings of the college c) to interest prospective students in enrolling in the college" .

Newsom in his book, "The Realities of Public Relations" categorizes educational institutions under non-profit organizations whether they are public or private. The organizational pattern of private schools is generally similar to that of non-profit organizations. The same thing is also true for public schools but the only difference is that programs being implemented in public schools are openly criticized by the citizens and politicians because they are sustained by the taxpayer's money. The pressure on public relations persons in public schools are greater as they are being observed and guarded by the people. Because of this the PR person for public schools should be very good at dealing with the government. He also stated that PR people in all educational institutions are likely to be involved in developments which include fundraising. He also went on as to state that the functions of PR and of development are different but they complement each other and thus, they must work closely together. He also joined them together and termed it *institutional advancement* (a term used by CASE the Council for Advancement and Support of Education)

The Publics of Educational public relations:

The public relations person of an educational institution is concerned with dealing with the following publics: first, the alumni the

goodwill of this group is very important for a variety of reasons, financial donations, word of mouth recommendation and recruitment of students and faculty. Second, the faculty composed of the teachers the public relations person can help in attracting good teachers and also in fostering a good relationship between the administration and the teachers. Third is the student body schools work hard to attract a productive student body. Good public relations by creating a good image and public opinion can attract a superior student body. The fourth public is the local community. A major function of a public relations person is to relate the college to the community. Lastly, the fourth public is the national community the public relations person has a role to establish the college reputation and to broaden this reputation to a national level and thus, achieve national prestige and achievement. (Steinberg)

Applications of Public relations in colleges and universities

Colleges and universities have their own set of problems which are different from those encountered by high schools and elementary. The number one problem is funding. Another problem which colleges and universities face is the declining number of enrollments. And to address the crisis colleges and universities stepped up their recruiting programs to attract more freshmen. College brochures and catalogs were made more appealing and attractive with the use of pictorial essays. They have also learned to advertise, late-night thirty second commercials were aired showing a sprawling, clean campus with no parking hassles, with good academic offerings and promises individual attention. Bumper stickers with the names of schools invite high school seniors to register. Billboards were even used to announce registration dates. A lot of universities also insert flyers containing semester schedules in leading dailies. Moreover, recruiters go around the country to convince students to enter a specific

school. Scholarship offerings also increased and they have also expanded their packaging methods. (Reilly, 1981)

RELATED STUDIES

In the Philippine setting, a study was made by Vivencio O. Esteban (1976) which measured the status and prospects of public relations in higher education in Metropolitan Manila. Almost twenty plus colleges and universities in Metropolitan Manila regardless of whether it is public or private participated in the said survey. He enumerated twenty-six practices Public Relations practitioners in collegiate institutions which came from the responses of the public relations persons in the said colleges and universities. He also found out that a lot of schools in the country do not have a public relations person. If a public relations person is present he or she is not called as such. Different titles are used to address him or her either assistant to the vice-president etc. He also found out that almost all of the public relations persons in the colleges and universities in the country are not prepared educationally for the said position.

Mr. Vivencio Esteban enumerated 26 PR practices of PR practitioners in Collegiate institutions in Metropolitan Manila:-

1. Issuing school press releases.
2. Handling inquiries about the school graduates, personal and others from the community, press and other interested parties.
3. Managing special events in the school.
4. Announcing successful graduates.
5. Coordinating school affairs and celebrations.
6. Taking charge of school visits or tours.
7. Maintenance of liaison and preservation of goodwill with appropriate government units at local or national level.

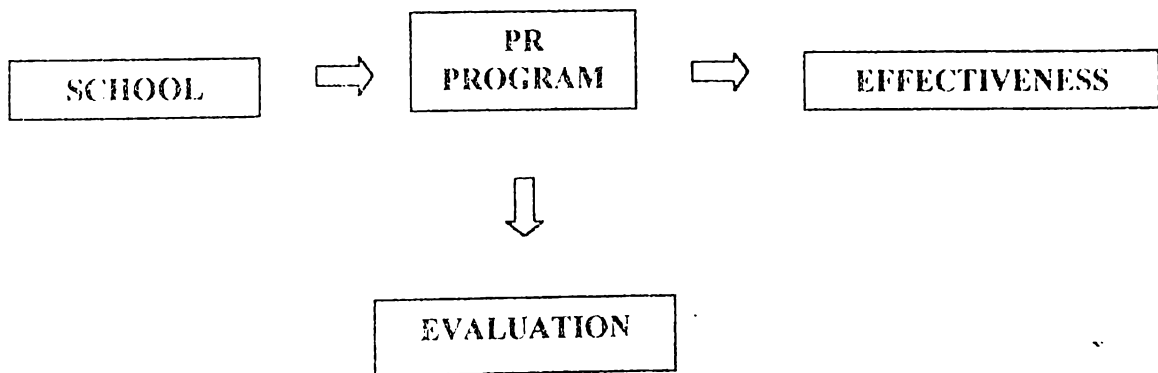
8. Contributing public relations viewpoints in the formulation of school decisions.
9. Managing the school newsletter.
10. Handling complaints from outside parties.
11. Active participation in various civic, educational, charitable organizations like Red Cross etc.
12. Development and recommendation of college public relations policies.
13. Conducting an evaluation of the results of the programs and the effectiveness of techniques used.
14. Managing school observances.
15. Active participation in professional institutions.
16. Preparing regular progress reports for submission to immediate heads.
17. Handling the publication of the College President's Annual, semi-annual, quarterly or other reports.
18. Conducting a survey on the opinions, attitudes and reactions of persons concerned with the activities and policies of the school.
19. Writing feature articles for magazines and other publications.
20. Arranging press conferences for the President or the head of the School.
21. Developing policy for school contributions.
22. Planning and managing the schools' alumni homecoming every year.
23. Writing articles or speeches for school executives.
24. Administration of the scholarship program of the school.
25. Soliciting donations for scholarships.
26. Coordinating with the school board.

Chapter 3

FRAMEWORK

This chapter contains the frameworks the author used in conducting the study. The conceptual and operational framework was based on the 26 PR Practices proposed by Mr. Vivencio Esteban for PR practitioners in collegiate institutions.

A. CONCEPTUAL FRAMEWORK



It is necessary for institutions of higher education to employ a Public Relations program or activities which constitute a public relations campaign. These public relations program or activities serve a dual purpose it is both a tool for promotion and advertisement. The researcher would choose a school and find out if the school has a public relation program by using the 17 PR practices given by Vivencio Esteban as a

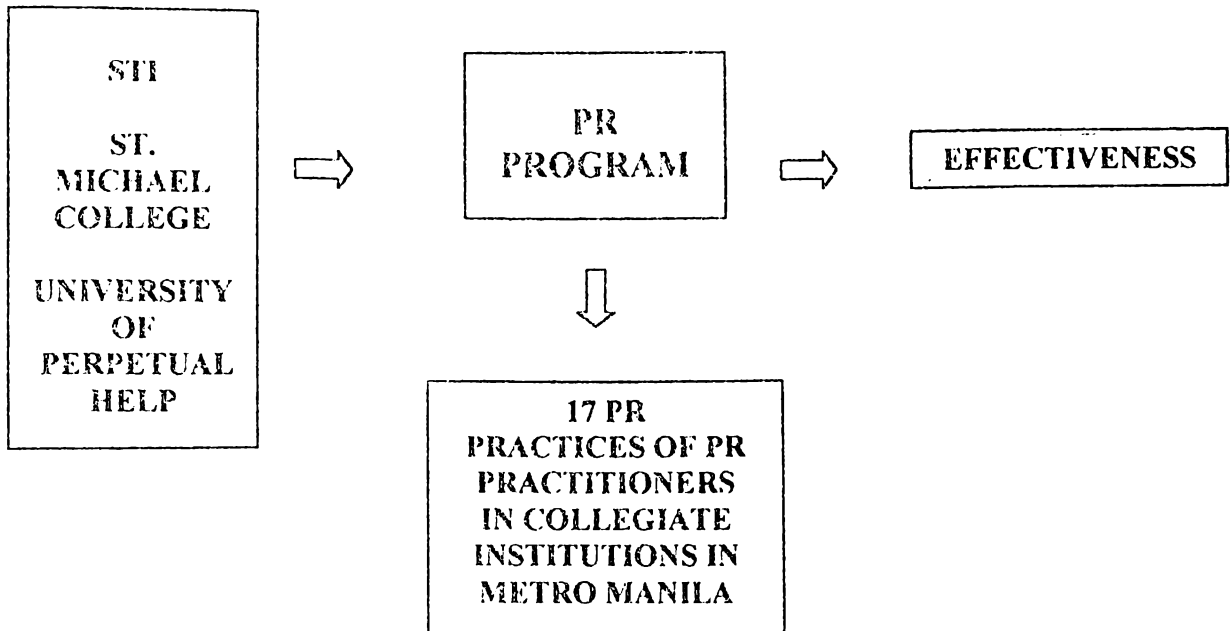
checklist. Afterwards, the effectiveness of the public relations programs would be gauged by comparing the number of enrollment with the school's capacity.

The term school is commonly applied to any of various kinds of educational institutions, such as elementary and secondary schools and colleges and universities. (Encyclopedia Americana, vol.24, 370) Moreover, Newsom in his book, "The Realities of Public Relations" categorizes educational institutions under non-profit organizations whether they are public or private.

Meanwhile, there are two definitions given by the Presidents of colleges and universities in the United States. "The first definition states that public relations are special activities that interpret the institution to the public in order to enhance its prestige and reputation. The second one regards public relations as a tool of persuasion and suggestion to accomplish certain specific objectives." (Bernays, 285)

Public Relations Program embraces many types of activities from advertising, community relations, publicity etc. (McNamara, 1996)

B. OPERATIONAL FRAMEWORK



Three schools for higher learning under different classifications were studied. These are the Systems Technology Institute in Sta. Rosa, Laguna, St. Michael College in Binan, Laguna and University of Perpetual Help Systems Laguna also in Binan. The researcher conducted a formal interview with the public relations persons of the said schools. The researcher narrowed down the PR practices given by Mr. Vivencio Esteban to 17. The reason for this is that 9 of these practices do not concern the students. The researcher used the 17 Public relations practices of PR practitioners in Collegiate institutions given by Vivencio O. Esteban in his masteral dissertation as a measuring tool. The researcher

also distributed 50 questionnaires to selected students of the three mentioned schools to validate the information taken from the interview.

17 PR Practices of Public Relations Persons in Collegiate Institutions in Metro Manila by Vivencio O. Esteban.

1. Issuing school press releases.
2. Handling inquiries about the school graduates, personal and others from the community, press and other interested parties.
3. Managing special events in the school.
4. Announcing successful graduates.
5. Coordinating school affairs and celebrations.
6. Taking charge of school affairs and celebrations.
7. Maintenance of liaison and preservation of goodwill with appropriate government units at local or national level.
8. Managing the school newsletter.
9. Handling complaints from outside.
10. Active participation in various civic, educational, charitable organizations.
11. Managing school observances.
12. Active participation in professional institutions.

13. Conducting a survey on the opinions, attitudes and reactions of persons concerned with the activities and policies of the school.
14. Writing feature articles for magazines and other publications.
15. Planning and managing school's alumni homecoming every year.
16. Soliciting donations for scholarships.
17. Administration of the scholarship programs for the schools.

Chapter 4

METHODS AND PROCEDURES

A. RESEARCH DESIGN

The research is descriptive in nature as it attempts to see the correlation between two variables which have already been established. Furthermore, there was no attempt to control the variables.

B. VARIABLES

The researcher identified two variables in the study.

Independent Variable – The Independent Variable in the study is the ideal Public Relations Program which is based on the list of PR practices for PR practitioners in collegiate institutions proposed by Mr. Vivencio O. Esteban.

Dependent Variable - The effectiveness of the Public Relations Programs of the three selected schools will serve as the dependent variable in the study.

C. SAMPLING POPULATION

The population of the study includes all private colleges, universities and educational centers within the vicinity of the province of Laguna.

The sample size was narrowed down to 3 from the target 5 with one representative for each classification. One educational center represented by Systems Technology Institute of Sta. Rosa, one college represented by St. Michael College and one university represented by the University of Perpetual Help System Laguna.

The sampling method used was Non-probability sampling specifically, convenience sampling. The researcher left the questionnaires to the teachers of the three institutions who distributed it to their students. Twenty respondents were from St. Michael and fifteen each from University of Perpetual Help and STI. All fifty of the questionnaires were returned.

D. DATA COLLECTION TECHNIQUES

The researcher had to send formal letters signed by the adviser requesting for an interview schedule with the public relations persons of the said institutions and also asking permission to distribute questionnaires to a number of students.

The researcher used both Qualitative and Quantitative Methods of Data Collection.

Interviews The researcher conducted formal one on one interviews with the public relations persons of the chosen institutions. The questions were patterned after the list given by Vivencio O. Esteban.

Survey Questionnaire The researcher also used a survey questionnaire to be filled out by the students. The purpose of the questionnaire is to validate the existence of a public relations program it also aims to discover if the public relations activities of a school influence the students choice for a school. The questionnaire was divided into two parts the first part enumerates the factors which influence the students choice for a school. It was taken from Robert Reilly's book "Public Relations in Action" ,1981 also from Bernay's book "Public Relations" , 1952 and from the masteral thesis of Vivencio O. Esteban. (1976) The second part contains questions regarding the school's public relations program. It was taken from the masteral thesis of Esteban. (1976)

E. STATISTICAL TREATMENT OF DATA

The researcher used the frequency distribution table, a common type of table used to summarize counts or observation. The frequency column dictates the counts or numbers of observations falling in each class or category. The questionnaire contains yes-no type of questions which are qualitative in nature. As the data are purely qualitative the frequency distribution table will be the most appropriate method to use.

The researcher used comparison and contrast to analyze the data gathered from the interviews. The researcher compared the answers from the interview with the use of the framework.

Chapter 5

DATA PRESENTATION AND ANALYSIS

This chapter deals with the data gathered. The data collected would answer the objectives and questions given at the beginning of the study. This chapter contains the results of the interviews and the survey and the corresponding tables.

A. Background of the organizations

SYSTEMS TECHNOLOGY INSTITUTE

" First we'll teach you then we'll hire you."

Systems Technology Institute first opened with three training centers in Buendia, Espana Extension and Binondo on August 21, 1983. At present, the STI network comprise more than 100 locations in the country and abroad. STI inaugurated its first international site in Hongkong in 1994. STI Distance Learning Centers answers the training needs of Filipinos working abroad. Today, the DL centers have expanded to neighboring Asian countries and even Europe. Due to STI's commitment to quality education the STI Center of Excellence in Carmona, Cavite in 1996 was opened. The multi-disciplinary college serves as the science and technology center of its region. At present, centers for excellence were also put up in Baguio and Cagayan de Oro. In 1998, STI opened its first

pre-schools in Las Pinas and Paranaque. This is the first step in realizing their goal to become a full-fledged educational institution covering elementary and secondary levels as well. STI in its pursuit to continually enhance its educational offerings entered into academic and software development alliances with three of the most reputed I.T. organizations worldwide – the New Jersey Institute of Technology (NJIT), Electronic Data Systems (EDS) and Oracle Development Corporation. From a handful of students in 1983, STI now serves 70,000 new students annually, preparing them to lead the I.T. industry, excel in the field of science and technology and contribute to the development of society.

STI's course offerings are also recognized by the education authorities of the country, the Commission on Higher Education for collegiate programs, the Technical Education and Skills Development Authority for post-secondary tech/vocational courses and the Department of Education Culture and Sports for pre-school programs.

STI Faculty members are practicing I.T. professionals and noted members of the academic community who were trained to give personalized teaching. They are required to undergo computer update training and teaching orientations.

STI schools are well-equipped with up to date computer equipment. Internet access is provided to all students. The MBS or Multimedia

Broadcasting System which allows electronic interaction between the teacher and the students is also used in computer laboratory sessions

The STI Education Centers offer technical certificate courses like Computer Programming, Computer Secretarial, Computer Technician Course and Software Training Packages. These (TESDA) Technical Education and Skills Development Authority regulated centers are strategically located in suburban areas and outlying districts with population densities of more than 150,000.

Systems Technology Institute in Sta. Rosa Laguna is classified as an Education Center. It was established on March 8,1998. It has a population of 272 students and a capacity of 500 students. They offer the following courses: Diploma in Computer Studies, Diploma in Office Skills and Management, Diploma in Computer and Electronics Technology and Diploma in Multimedia Technology.

ST. MICHAEL COLLEGE

" Serving Mankind with Commitment, Competence, Compassion, Loyalty and Love ."

St. Michael College is a co-educational private college in Barangay Platero, Binangal Laguna. The school has been in existence for 25 years now. It has a population of 900 students and a capacity of 2,000 students. The

student-teacher ratio of the said school is 1:25 or one teacher for every 25 students. They offer elementary, secondary, tertiary and Masteral education.

The school offers the following academic programs:

For their Graduate School they have Master of Arts in Education and Master in Business Administration. Aside from this they have three colleges. The College of Business and Information Technology which offers four B.S. courses B.S. Accountancy, B.S. Commerce, B.S. Computer Science and B. S. Hotel and Restaurant Management. They also offer Two-Year Associate in Computer Technology, Two-Year Associate in Hotel and Restaurant Management, Two-Year Associate in Commercial Science, Two-Year Associate in Office Administration and One-Year General Clerical. The College of Education and Liberal Arts on the other hand offer three courses Bachelor of Elementary Education, Bachelor of Secondary Education (English, Filipino, Mathematics) and Bachelor of Arts. And lastly, the College of Nursing and Midwifery offers B.S. Nursing, Graduate in Midwifery, Certificate in Asso. In Allied Health Science Education. (ST. Michael College Brochure)

UNIVERSITY OF PERPETUAL HELP SYSTEM LAGUNA

"Character building is nation building."

The school believes that national development and transformation are based on the quality of education of its people. Towards this end, the school is committed to the ideals of teaching, community service and research. It has also committed itself in the service of education and healthcare and has the dual components of school and hospital. (University of Perpetual Help, 1997)

The University is located in the town of Binan in the province of Laguna. It attained its university status in April 20,1997. It has a population of 8,000 to 9,000 students. They offer courses in Midwifery, Dental Tech., Dental Hygiene, Medical Technology, Radiologic Technology, Pharmacy, Respiratory Therapy, Occupational Therapy, Physical Therapy, Dental Medicine, Medicine, Engineering, Education, Accountancy, Commerce, Secretarial Administration, Hotel and Restaurant Management, Law etc.

Mission: "The University is dedicated to the development of the Filipino as a leader. It aims to graduate dynamic students who are committed to the achievement of the highest quality of life. Furthermore, it aims to produce Perpetualites who value virtues of reaching out and helping others as vital ingredients to nation building." (University of Perpetual Help,1997)

Vision: "the University of Perpetual Help System shall emerge as a premier university south of Metro Manila in the Southern Tagalog Region. It shall provide a venue for the pursuit of excellence in academics, technology, and research through community partnership." (University of Perpetual Help, 1997)

B. Data gathered from the interview:

1. Existence of a PR program.

STI – Affirmative.

SMC – Affirmative.

UPHSL – Affirmative.

All three schools employ public relations programs for their respective schools.

2. Person in charge of PR.

STI- Yes we do. He is the External Affairs Manager.

SMC – Yes it is the Dean of Students and Admissions.

UPHSL – Yes it is the Marketing and Public Relations director.

All three schools have a person in charge of their PR campaign but they have different titles or assignments assigned to these people.

3. Budget for PR programs.

STI – Yes they do but they do not have a fixed amount for it. The budget depends on what they need to do.

SMC- Yes they do. They take it from the Student Activity Fund of the School.

UPHSL – Yes they do. They get roughly P166,000 every year which goes to gas allowance, food allowance, photocopy and other materials.

They all have budgets for their PR campaigns. STI and SMC do not have a fixed amount for their PR campaign while UPHSL has to operate using a fixed budget.

4. Relationship with the local government.

STI - They have a very good relationship with the local government units. They ask the assistance of the local government in finding employment for their graduates and trainees. The government also offers scholarships to our school for deserving students.

SMC – The school has a very close relationship with the local government units. They invite us to their activities send us letters etc. The school also brings its activities to the town hall to let the people know about their activities.

UPHSL – They talk with the local government officials. Last year, they came up with a Seminar for Law makers which was sponsored by the office of the Vice Governor. Executive legislators from all over the country participated in the event. Aside from that the school also gets additional funding from the Local Government.

They all have close ties with the local government unit. They all believe that constant communication with the government units are essential in establishing good rapport and in gaining support.

5. Community Relations

STI- They hold drug information campaigns. They provide assistance to public High Schools and lend them equipments. They also gave talks on Y2k to schools in the area. On a national level , they tied up with ABS-CBN in the Operation quick count last elections. They provided the network with equipment and manpower.

SMC – Their Executive Vice President is an officer of the ZONTA Club it's a socio-civic organization for women. The school participates in their activities. They adopted Brgy. Platero and offered livelihood programs for mothers like tocino-making, sewing, etc. They also have regular visits to Tahanan ni Maria and Home for the Aged. Aside from these, they also coordinate with various clubs and organizations like the Lions Club, San Miguel and Binan General Hospital in some of their activities.

UPHSL – They conducted a research on the safety of the Water Source of Binan. They solicited the support and participation of the whole community. They use community service as an advertising tool. Furthermore, they also tied up with socio-civic organizations like the Organization for Disabled.

They all have community related activities. They all acknowledge the importance of the community and the vital role the school plays in the development of the community.

6. School press releases.

STI - Yes they do promote their school's activities.

SMC - Yes they do issue press releases.

UPHSL - They do not because it is too expensive to do so.

The first two schools issue press releases to advertise their activities and schools but UPHSL does not because doing so would be very expensive.

7. Special programs

STI - They have special programs for the students. They just celebrated their foundation day last March 8.

SMC- Yes they do.

UPHSL - Yes they do and they participate in Sports Meet, NCAA South and Journalists Meet.

They all have special programs for the students . These programs aim to develop the other facets and assets of their students.

8. Announcement of school graduates and board passers.

STI - They do announce board passers and graduates through streamers, banners etc.

SMC- They use streamers and banners placed at the school gate and at the town hall to announce school graduates and board passers.

UPHSL- They do place streamers and banners with the names of the graduates and board topnotchers and passers at the gates and entrance of the school.

All three schools announce school graduates and board passers. They all do this through the use of banners and streamers.

8. Alumni Homecomings

STI – Yes they do get in touch with their alumni and this year they plan to do something dynamic about their Alumni association. They have alumni all over the world so it is really hard to imagine getting in touch with all of them but with the advent of the worldwide web it is possible. They are planning a big activity towards the end of the year or the middle of the year to have our First Alumni Homecoming.

SMC- They get in touch with their alumni and their graduates also get in touch with them. They have a section reserved in reserved in their newsletter which focuses on their alumni, their status and whereabouts. They also hold an alumni homecoming every year.

UPHSL – They keep contact with their alumni. They devote one section in their newsletter for the alumni their whereabouts and they keep track of their graduates records and present conditions. The alumni association is also becoming active. They have alumni homecomings every summer.

All three schools get in touch with their alumni. SMC and UPHSL also have alumni homecomings every year. STI on the other hand, plans to start having one.

9. Job Placement Programs

STI- They have the GHP or Guaranteed Hire Program which only STI offers. If a student graduates with a minimum average of 90% they automatically give the student a job. The student does not have to send out resumes or application letters. The school can give them jobs through the school's circle of friends or companies who have been getting their graduates for the past 17 years. If a student does not qualify for the GHP they have the Placement Assistance Program which is basically like the GHP except that the school is not mandated to give them a job after graduation it is not automatic but they do help their students get a job.

SMC – They organize job fairs and small scale to medium scale industry owners are invited. Their graduating students also have one unit of Career Management Program. They also receive letters from companies and schools asking for graduates from their school.

UPHSL – They hold job bonanzas for the students. But in their experience companies send them letters asking for their graduates .

All three schools help their graduates find employment after graduation. STI has the placement program and GHP, SMC and UPHSL hold job fairs for their students.

11. School Newsletter

SMC -- They have two newsletters the *Batingaw* and *Tambuli*. *Batingaw* contains information about the school and its activities. *Tambuli* on the other hand, concentrates on the community relations activities of the school.

UPHSL -- They do have it and it is called *Focus*.

SMC and UPHSL have school newsletters to let the students know about the school's activities and policies.

12. Scholarship Programs and other support programs

STI -- They give full scholarships to valedictorians and 75% scholarships to salutatorians.

SMC -- They have the Limaco scholarship grant for deserving students.

They also have the Student Assistant program. They give jobs to students who are not financially stable. The school has 10 SA's or student assistants at present.

UPHSL -- They have the Tamayo Academic Plan. They give examinations to salutatorians, valedictorians and above-average students. If a student qualifies he or she will get free tuition, miscellaneous, uniforms, board and lodging.

They all offer scholarship grants to deserving but financially deprived students. They believe this is necessary as almost all their students come from the C-D market.

13. Tutorial Services

STI – They do offer tutorial services.

UPHSL – They have the peer tutoring under the Guidance Counseling office. They also require their faculty to observe consultation hours during their break times.

STI and UPHSL offer tutorial services to their students who have a hard time coping with the academic load.

14. Promotions

STI- They advertise and issue press releases.

SMC- They give Career Orientations, RTR campaigns, use posters and advertise.

UPHSL – They campaign to high schools around the whole province of Laguna. They post streamers and banners.

They all promote their schools but they use different methods to do this. STI advertise and publicize. SMC advertise and campaign. UPHSL have streamers and banners and also campaign.

15. School Tours

STI - They do conduct school tours.

SMC- They conduct school tours they do this during their orientation seminar for students.

UPHSL- They do conduct school tours.

They all conduct school tours for prospective students. To show them the school premises and facilities.

C. DATA GATHERED FROM THE SURVEY

TABLE 1A

a. GOOD REPUTATION OF THE SCHOOL

YES	48	96%
NO	2	4%
N/A	0	0
TOTAL	50	100%

96% of the population consider the reputation of the school while the remaining 4% do not.

TABLE 1B

b. POPULARITY

YES	32	64%
NO	17	34%
N/A	1	2%
TOTAL	50	100%

64% of the population consider the school's popularity in choosing a school and only 34% do not. The remaining 2% did not give any answer.

TABLE 1C

c. ADVERTISEMENTS AND PROMOTION

YES	35	70%
NO	15	30%
N/A	0	0
TOTAL	50	100%

70% of the population consider the advertisements and promotions of the schools and to the remaining 30% it does not matter.

TABLE 1D

d. PRICE

YES	42	84%
NO	17	14%
N/A	1	2%
TOTAL	50	100%

84% of the population consider the price in choosing a school and only 14% do not. The remaining 2% did not give any answer.

TABLE 1E

e. LOCATION

YES	46	92%
NO	3	6%
N/A	1	2%
TOTAL	50	100%

92% consider the accessibility of the school while 6% do not and the remaining 2% did not give any answer.

TABLE 1F

f. GOOD COMMUNITY RELATIONS

YES	47	94%
NO	3	6%
N/A	0	0
TOTAL	50	100%

94% of the respondents consider the school's community relations while 6% do not.

TABLE 1G

g. SCHOLARSHIPS

YES	47	94%
NO	3	6%
N/A	0	0
TOTAL	50	100%

94% of the respondents consider the school's scholarship programs while the remaining 6% do not.

Ranking the following answers:

RANK	
1	REPUTATION
2	COMMUNITY RELATIONS
3	LOCATION
4	SCHOLARSHIPS
5	PRICE
6	ADVERTISEMENTS AND PROMOTION
7	POPULATION

TABLE 2

2. PRESS RELEASES

YES	39	78%
NO	10	20%
N/A	1	2%
TOTAL	50	100%

94% of the respondents said that their school issue press releases while 20% said they do not and the remaining 2% did not answer.

TABLE 3

3. FLYERS, BROCHURES, ETC.

YES	48	96%
NO	2	4%
N/A	0	0
TOTAL	50	100%

96% said that their school issue flyers etc. while 4% said their school do not issue flyers.

TABLE 4

4. SPECIAL PROGRAMS

YES	47	94%
NO	3	6%
N/A	0	0
TOTAL	50	100%

94% said they have special programs while the remaining 6% said they do not have it.

TABLE 5

5. ANNOUNCEMENT OF SCHOOL GRADUATES

YES	48	96%
NO	1	2%
N/A	1	2%
TOTAL	50	100%

96% said that their school announce graduates while 2% said their school do not do so. The remaining 2% did not give any answer.

TABLE 6

6. SCHOOL TOUR PROGRAM

YES	49	98%
NO	1	2%
N/A	0	0
TOTAL	50	100%

98% said they have a school tour program while the remaining 2% responded that they do not have it.

TABLE 7

7. GOVERNMENT PROGRAMS

YES	46	92%
NO	4	8%
N/A	0	0
TOTAL	50	100%

92% said their school participates in programs of the government while the remaining 8% said their school do not.

TABLE 8

8. SCHOOL NEWSLETTER

YES	40	80%
NO	9	18%
N/A	1	2%
TOTAL	50	100%

80% said their schools have a newsletter while 18% said they do not have it and the remaining 2% did not answer the question.

TABLE 9

9. SCHOLARSHIPS

YES	47	94%
NO	1	2%
N/A	2	4%
TOTAL	50	100%

94% said they have scholarship programs while 2% said they do not have it and 4% did not give any answer.

TABLE 10

10. TUTORIAL SERVICES

YES	43	86%
NO	5	10%
N/A	2	4%
TOTAL	50	100%

86% said they have tutorial services 10% said they do not have it and the remaining 4% did not answer.

TABLE 11

11. JOB FAIRS

YES	46	92%
NO	3	6%
N/A	1	2%
TOTAL	50	100%

92% said their school hold job fairs while 6% said they do not have it and the remaining 2% did not give an answer.

TABLE 12

12. ALUMNI HOMECOMINGS

YES	36	72%
NO	10	20%
N/A	4	8%
TOTAL	50	100%

72% said they have alumni homecomings, 20% said they do not have it and the remaining 8% did not give an answer.

IMPLICATIONS:

The three selected schools have ideal public relations programs based on the 17 PR Practices given by Mr. Esteban. They all have concrete public relations programs. The researcher also discovered that they consider public relations as a very important facet of an organization. Among the activities under public relations, community relations and promotion are the ones commonly used in schools for their PR campaigns. Community relations is seen as the most effective means to gain the community's support and to promote the school's good image. Promotion is commonly used because the schools want their target market and their publics to know the activities and programs the school offers for their students. Advertising is not used by one school,

UPHSL because it is very expensive to issue press releases and to produce ads. All three schools agree on the effectiveness of campaigns to high schools. This is due to the personal approach of these campaigns. Furthermore, feedback is instant so the students' questions and clarifications are answered on the spot.

On the part of the students, they consider the school's good reputation or image as the first consideration in choosing a school. They believe that a school with a good track record in the community will be the best choice. It will be beneficial for them especially after graduation and they start looking for jobs because companies prefer graduates of a school with a positive image. This is also the reason why community relations is second because the community's perception about a school generally affects its image. The third consideration for them is the school's location. They prefer schools which are near their residences for easy access. As a majority of the students are from the middle class to the lower middle class scholarship grants and affordable prices are also important to them. They will choose a school with an affordable tuition over a popular or widely advertised school. Popularity is their last consideration. This shows that they do not really give much importance on the schools fame which is generally a result of advertisements and promotional campaigns.

Chapter 6

CONCLUSION

A. SUMMARY

Public Relations in Higher Education as quoted in Bernays (285) is "a tool of persuasion and suggestion to accomplish certain specific objectives such as fund raising, securing better students and teachers etc." It is different from PR in general because it has a limited realm. It is only relevant to people who are directly concerned or affected by it. The person in charge of PR in educational institutions for higher learning has the following publics: the alumni, the faculty, the student body, the local community and the local government unit. He also has to face the problem of decreasing enrollments in colleges and universities at present.

The paper is a study on the effectiveness of the Public Relations campaign of three schools in Laguna. It aims to find out if institutions for higher learning in Laguna have a public relations program. If there is a public relations program the research aims to find out examples of these PR activities. It also aims to find out if there is a PR person in charge of the public relations program. Furthermore, it aims to discover if the school allots a budget for its public relations campaigns. It also aims to find out if the school provides financial assistance, scholarship grants and other support programs to their students. And lastly, the research aims to find

out if students consider the school's public relations program or activities in choosing a school.

The study done was descriptive in nature. It was conducted in three schools in Laguna. Systems Technology Institute in Sta. Rosa, Laguna. It is an educational center offering vocational courses in Information Technology. The second is St. Michaels' College in Binan, Laguna, a private college, and the last is the University of Perpetual Help System Laguna. The researcher used two methods for data collection. The interview and the survey questionnaire. The Public Relations persons of the three said schools were interviewed. And a survey questionnaire was also distributed to fifty students of the three institutions. The respondents were chosen through non-probability sampling.

Based on the responses the researcher was able to accomplish the six objectives. The first is to find out if the selected schools have a public relations program. According to the responses, all three schools have a public relations program. The third objective is to find out if there is a PR person in charge of the school's PR campaign. The respondents replied that they do have a person in charge of the school's PR program. The fourth objective is to find out if the schools have allotted budgets for public relations. Based on the responses, all three schools have budgets for their Public relations activities. But, STI does not have a fixed budget for their PR campaigns while St. Michael's and UPHSL have fixed budgets for their PR

campaigns. The fifth objective is to find out if the students are provided with financial assistance and other support programs. The respondents replied that their school provides financial assistance to its students. The last objective is to find out if students consider the school's public relations activities in choosing a school. Based on the responses, the students consider the school's public image and public relations activities in choosing a school. At the top of the list is the school's good reputation and the last consideration is the school's popularity. Community relations, location, scholarships, price and advertisements and promotion are second, third, fourth, fifth and sixth on the list respectively.

B. FINDINGS

Based on the framework the Public Relations programs of the three selected schools are ideal. The responses of the students in the questionnaires and the responses of the PR persons in the interviews are the same. The results of the interview are validated by the results of the survey. Majority of the students answered that their school issue press releases and the PR persons confirmed this. Almost all the students answered that their school distribute brochures and flyers to students and the PR persons validated this. A majority of the students answered that their school have special programs for them and the PR persons confirmed this. Almost all the students answered that their school

announce school graduates and board passers and the PR persons confirmed this. They said they post streamers and banners to do this. The PR persons responded that they conduct school tour programs for prospective students and the students validated this. The PR persons answered that they maintain good ties with the local government units and the students agreed with this. Majority of the students answered that they have a school newsletter and the PR persons confirmed this. The PR persons answered that their respective schools offer scholarship grants and other support programs for their students and based on the students responses it is confirmed. Majority of the students answered that their schools have a tutorial program and the PR persons validated this. The PR persons answered that they organize job fairs and have job placement programs for their students and majority of the students confirmed this. The PR persons answered that they launch alumni homecomings for their graduates and a slight majority of the students confirmed this.

The researcher also answered the sub-objectives given in the first part of the study:

The first objective aims to find out if the schools have a public relations program. Based on the responses the schools have a public relations program and they are under different activities. (advertising, community relations, publicity, etc.)

The second objective aims to find out the activities the school uses to attract prospective students. Based on the responses they have different activities which are divided into three community relations, advertising, promotion etc and government relations.

For STI-

For their community relations they have drug information campaigns, symposiums on Y2K. They also launch tv, radio and print ads to advertise aside from that they also give out brochures and pamphlets. They also relate with the government in their scholarship programs and the Operation Quick Count.

For St. Michael College-

For their community relations they have Livelihood programs for mothers, they adopted Barangay Platero and they visit regularly orphanages and retirement homes. Aside from that they also advertised in dailies and distribute pamphlets, brochures and streamers they also go to schools to give talks about the school.

For UPHSL

They relate with the community by involving the community in their projects one example of which is the study done on the Water Source of their town. They also have Immunization drives, community extension services and special activities for disabled persons. They do not advertise

and do not issue press releases but they post streamers, banners and give campaigns in high schools.

The third objective is to find out if they have a public relations person in charge of their PR campaigns and based on the responses they do have a PR person.

For the fourth objective which aims to find out if they have budgets for their PR campaigns the answer is yes. For STI there is no fixed amount it all depends on what they need to do. For St. Michael they take it from the Student Activity Fund and for UPHSL they have P 166,000 every year for their use.

The fifth objective aims to find out if they have scholarship programs. Based on the responses they do have it. STI gives 100% scholarship grants to valedictorians and 75% to salutatorians. ST. Michael has the Limaco Scholarship grants while UPHSL has the Tamayo Academic plan.

The sixth objective aims to find out the factors which the students consider in choosing a school and what is the most important factor for them. Based on the data the school's reputation is the most important with 96% and the least important is prestige with only 64%.

C. RECOMMENDATIONS

For those interested in pursuing the topic the researcher recommends the following:

The researcher could conduct the same study on another type of organization.

The researcher could focus on the benefits of having a public relations program.

The researcher could also do a comparative analysis on the public relations program of the schools if he or she could find a tool for measurement.

For the schools:

The research could serve as an evaluation tool to gauge whether the public relations program that they now have is effective or not.

For the students:

The study could serve as an encouragement for them to maximize the services and public relations programs of their school.

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APPENDICES

INTERVIEW GUIDE

1. How long has the school been in existence?
2. What is the school's by-line?
3. May I know your population?
4. May I know the socio-economic status of the majority of your students?
5. Are majority of your students from Binan or do some of them come from other towns?
6. How do you screen your prospective students?
7. How do you market your students?
8. How do you boost the morale of your students?
9. How do you screen your teachers?
10. How do you market your teachers?
11. May I know the student-teacher ratio?

PR program

1. May I know if you have a PR program? If you do not have it may I know the activities or the programs the school uses to attract prospective students?
2. Do you have a person or office in charge of your public relations campaign?
3. Do you have an allotted budget for your PR program or activities? May I know how much? Maybe just an estimate?
4. How do you relate with the local government units and how do you get their support? Do you foster or maintain good relations with them? How do you go about it?
5. How do you relate with the community? How do you get the support of the community?
6. How do you make the community aware of your school's course offerings?
7. In your opinion, how does the community perceive your school? And how do you adjust to these perceptions?
8. What is the image that you want to project to the community?
9. Do you issue school press releases? Who handles it?
10. Do you have special programs like quiz bees, foundation days etc.?
11. Do you announce school graduates and board passers? How?
12. Do all your graduates get employed after graduation?
13. How do you help graduates land jobs after graduation?
14. Do you have alumni homecomings? How often?
15. Do you get in touch with your alumni?
16. Do you conduct school tours for interested students?
17. Do you have a hand in making school decisions?
18. Do you have a school newsletter or publication? To whom is it addressed?
19. Do you offer scholarship grants to deserving students? What are the qualifications for these? How do you solicit donations?
20. Do you offer tutorial services?
21. Do you tie up with other organizations in some of your activities? What are examples of these activities?
22. Do you conduct surveys on the opinions, attitudes and reactions of employees and students about school policies to get their feedback?
23. Do you conduct evaluations after every program to gauge its effectivity? How do you do this? What are your guiding parameters?

Name: _____
 Address: _____

 School: _____
 Year: _____

Greetings! I am Mary Glynn Maravilla an Organizational Communication major from the University of the Philippines Manila. I am doing a thesis on the Public Relations program of selected colleges and universities in Laguna. This questionnaire is very crucial in gathering information and data for my research paper. Please answer the following questions truthfully. Be assured that all information will be treated with utmost confidentiality.

Thank you very much for your cooperation.

Please check one.

1 Did you consider the following factors in choosing a school?

	YES	NO
Reputation		
a. good reputation of the school	<input type="checkbox"/>	<input type="checkbox"/>
Prestige		
b. prestige	<input type="checkbox"/>	<input type="checkbox"/>
advertisements and promotion		
c. highly advertised and publicized	<input type="checkbox"/>	<input type="checkbox"/>
Price		
d. affordability	<input type="checkbox"/>	<input type="checkbox"/>
Location		
e. accessibility	<input type="checkbox"/>	<input type="checkbox"/>
Community Relations		
g. Good community relations/activities	<input type="checkbox"/>	<input type="checkbox"/>
Scholarships		
h. scholarship grants	<input type="checkbox"/>	<input type="checkbox"/>
2. Does your school issue press releases?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does your school distribute flyers, brochures, and other promotional materials?	<input type="checkbox"/>	<input type="checkbox"/>

- and board passers?
6. Does your school launch school celebrations and activities?
 7. Do you have a school tour program?
 8. Does your school participate in the programs of the government?
 9. Do you have a school newsletter or publication?
 10. Does your school tie up with various civic, educational and socio-civic organizations?
 11. Is your school a member of a national organization?
 12. Is your school a member of a professional organization?
 13. Does your school conduct surveys on the policies and activities of the school?
 14. Does your school offer scholarship grants?
 15. Does your school offer tutorial services?
 16. Does your school organize job fairs or job bonanzas for graduates?
 17. Do you have alumni homecomings?