

DEMAND ANALYSIS FOR BACHELOR OF ARTS IN COMMUNICATION AND BACHELOR OF SCIENCE IN DEVELOPMENT COMMUNICATION IN CAVITE STATE UNIVERSITY INDANG, CAVITE

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ABSTRACT

This study focused on analyzing the demand for BA Communication and BS Development Communication programs at Cavite State University among selected male and female senior high school students in Cavite. Specifically, it aimed to determine the willingness of the participants to study at Cavite State University, describe their willingness to pursue BA Communication and BS Development Communication, and identify the strands of the students who were interested in taking these programs. A descriptive research design was employed, utilizing simple random sampling. The participants in the online survey included 510 senior high school students from different senior high schools in Cavite. The survey questionnaire, distributed through Google Forms, was posted on different social media platforms to gather sufficient responses from February to April 2023. Based on the study's results, most of the participants expressed their willingness to study at Cavite State University due to its free tuition program, course offerings, good reputation, and industry reputation. Meanwhile, nearly half of the participants were willing to enroll in the BA Communication and BS Development Communication programs because of the demand for these courses, perceived attractiveness and prestigious, and their employability prospects. Lastly, most of the participants who expressed their willingness in these two programs were enrolled in the HUMSS strand. Therefore, the university is strongly encouraged to offer BA Communication and BS Development Communication because of a significant number of senior high school students eager to pursue these programs.

Keywords: *communication, communication studies, higher education programs, program feasibility, student demand*

INTRODUCTION

The College of Arts and Sciences at Cavite State University maintains its relevance to the community and the academe by offering a variety of programs in the fields of arts and sciences. However, communication trends and styles change tremendously over time. Therefore, Cavite State University must adapt to these changes by introducing new curricular offerings that meet the demands of the present.

In this regard, the Department of Communication, under the College of Arts and Sciences, proposes to offer a Bachelor of Arts in Communication and a Bachelor of Science in Development Communication to comply with the increasing needs for the skills and

competencies of future communication professionals.

Moreover, communication for development is crucial in ensuring the commitment of the change agents, including government officials and policymakers, to provide sustainable livelihood for marginalized communities. Development communication is a fundamental part of policy and political processes (OECD.org, n.d.). As a field, development communication focuses on the various ways people communicate, including how messages are used to construct meanings in different contexts across diverse media platforms. It offers a wide range of subjects, including communication, social science, and technical courses.

Both programs prepare students for a diverse range of careers, enhancing employability and meeting the demand for skilled professionals in various sectors. These programs also emphasize practical applications through community engagement initiatives. Students gain hands-on experience by working on real-world projects that benefit local communities, reinforcing their learning while contributing positively to society. The programs' focus on research enables students to critically and innovatively engage with local issues, fostering a culture of inquiry and problem-solving that can lead to impactful outcomes. With the growing global focus on sustainable development goals (SDGs), these programs align well with international trends that prioritize communication as a tool for development. This alignment not only enhances student learning but also positions graduates as valuable assets in both local and global contexts.

Development Communication emphasizes the use of communication as a tool for social development and positive change. It addresses how communication strategies can improve issues such as public health, education, agriculture, environmental conservation, and community empowerment. On the other hand, Communication is broader and typically encompasses areas such as mass media, public relations, advertising, broadcasting, and corporate communication. It focuses on how information is created, delivered, and consumed across diverse platforms for various purposes, including entertainment, marketing, and public awareness. The BS Development Communication trains professionals who can design and implement communication strategies that promote sustainable development, focusing on rural development, grassroots initiatives, and addressing socio-economic problems using participatory communication methods. It also seeks to bridge the gap between policy-makers and communities through effective communication tailored to development needs. Meanwhile, the BA Communication program prepares students for careers in media and creative industries, studying the science and art of communication, including understanding audience behavior, crafting persuasive messages, and using multimedia tools effectively. It provides a foundation for understanding communication theories and their practical applications in business, politics, and media. In essence, offering both programs ensures that students

have the opportunity to specialize based on their interests and the impact they wish to make in society. Given these circumstances, in 2011, the College received approval from the Board of Regents to offer the Bachelor of Science in Development Communication (BS DevCom) and Bachelor of Arts in Communication (BA Comm) by virtue of BOR Resolution No. 67 series of 2011. This year, before CvSU CAS accepts a new batch of BA Comm and BS DevCom students under the revised curricula aligned to CHED CMO Nos. 35 and 36, s. 2017, this study was conducted to assess the demand for BA Communication and BS Development Communication programs among selected male and female senior high school students in Cavite.

Objectives of the Study

This study aimed to:

1. determine the willingness of participants to study at Cavite State University;
2. describe the willingness of the participants to take BA Communication and BS DevCom; and
3. identify other senior high school strand/s whose students are interested in taking BA Communication and BS DevCom.

Theoretical Framework

This feasibility study is anchored on the Organizational Information Theory (OIT) of Karl Weick (1979) and the Human Capital Theory of Sweetland (1996).

OIT is a multi-disciplinary communication theory that offers "a systemic insight in the processing and exchange of information within organizations and among its members". Further, OIT concentrates on the "process of organizing in dynamic, information-rich environments"; therefore, the members of the organization are expected to foster sensemaking through strategies such as enactment, selection, and retention of information. Moreover, Sweetland (1996) argued that in Human Capital Theory, people gain "economic benefits from investments in people". Shultz (1981 as cited in Sweetland, 1996) claimed that "education consistently emerges as the prime human capital investment for empirical analysis". It is

justifiable that education is a capital investment because of its apparent contribution to the improvement of people's health and nutrition; and education can be quantified in "dollar costs and years of tenure" (Johnes, 1993 as cited in Sweetland, 1996).

METHODOLOGY

Research Design

This feasibility study used a descriptive type of research design, a type of quantitative research design that collects data through instruments such as questionnaires, interviews, or observations. Creswell (2013) explains that descriptive research is a method where it describes the phenomenon through information collection using structured questions.

Population and Sampling

Simple random sampling was used as a sampling technique in this study. The online survey was shared across various social media platforms, ensuring that all senior high school students had an equal chance of being randomly selected as participants.

For the participant selection, the following inclusion criteria were considered:

- The participants should be senior high school students/incoming first-year college students, regardless of sex;
- The participants should be enrolled in any public or private senior high schools in Cavite; and
- The participants may be enrolled in any track/strand.

Participants of the Study

The participants of this study consisted of 256 male, 247 female, and 7 (who preferred not to disclose their gender) senior high school students from Tanza National Trade School, Indang National High School, St. Augustine's School – Mendez, Lyceum of the Philippines University – Cavite, Cabezas National High School, Pedro Alegre Aure Senior High School, General Mariano Francisco Osorio Integrated Senior High School, Halang Banaybanay Integrated School, Young Kwang High School, and General Trias National High School.

Ethical Considerations

Before the online survey was conducted, participants were assured that participation was voluntary and that they provided consent to take part in the study. Sufficient information regarding the study's purpose and any potential risks was provided through the online informed consent form included with the research instrument. Participants were also assured that the data collected would be solely used for this study.

Research Instrument

The online survey was used to collect the demographic profile of the participants, such as age, gender, and senior high school strand. Prior to administering the online survey, the instrument was validated by two school principals (one from public and one from private school) and a master teacher from a trade school. The instrument was divided into two parts: The first part collected the demographic profile of the participants such as their name (optional), name of senior high school, senior high school track/strand, age, year level, and gender. The second part gathered the students' data on their willingness to study at a state university, their willingness to take BA Communication and BS Development Communication, and their reasons for taking these communication programs.

Data Gathered

After the validation of the research instrument, the survey questionnaire was distributed via Google Forms. To collect enough responses, it was posted on various social media platforms from February to April 2023.

Statistical Analysis of Data

For the analysis of the data, descriptive statistics like frequency and percentage counts were employed.

RESULTS AND DISCUSSION

Gender of Participants

Table 1 shows the gender distribution of the participants in this study. A total of 510 participants were included, with the following breakdown.

Table 1. Gender distribution of the participants

RESPONSE	FREQUENCY	PERCENTAGE
Male	256	50.20
Female	247	48.40
Prefer not to say	7	1.40
TOTAL	510	100

Table 1 provides insights into the gender distribution of participants. A slight majority of participants identified themselves as 256 male and 247 female individuals, indicating a relatively balanced gender distribution, with a slightly higher representation of males. This suggests an overall equitable representation between the two genders. A small portion of participants opted not to disclose their gender. This is a significant consideration as it reflects inclusivity in

the study design and recognition of diverse preferences for sharing personal information.

Participants’ Willingness to Study at Cavite State University

Table 2 presents the results of the study on the willingness of the participants to study at Cavite State University.

Table 2. Willingness of the participants to study in CvSU

RESPONSE	FREQUENCY	PERCENTAGE
Yes	444	87.10
No	66	12.90
TOTAL	510	100

Table 2 illustrates that most of the participants expressed their willingness to study at Cavite State University, while some preferred to study at other universities or colleges. This high percentage indicates that most of the respondents are willing to study at Cavite State University, which implies that Cavite State University has a strong appeal and perceived value. The participant’s willingness might also suggest the demand for specific programs offered by the university.

Participants’ Reasons for Wanting to Study at Cavite State University

Table 3 shows the reasons for senior high school students to study at Cavite State University.

As shown in the table above, the majority of the participants expressed their desire to study at Cavite State University due to its free tuition, the course offerings with 202 responses, good reputation, industry recognition, and its proximity to their homes. Other responses include getting their dream, improvement, and enhancement of their skills and knowledge, and opportunities to join in sports.

The fact that free tuition received the highest number of responses highlights the significant role of financial considerations in the decision-making process of prospective students. CvSU’s policy of offering free tuition makes higher education more attractive, particularly for students from lower-income families.

Table 3. Reasons for studying in CvSU

RESPONSE	FREQUENCY	RANK
Free Tuition	370	1
Course Offering	202	2
Good Reputation	190	3
Known to the industry	155	4
Proximity to home	98	5
Others	18	6

With 202 responses emphasizing the importance of course offerings, it is clear that the diversity of programs at CvSU plays a key role in attracting students. This suggests that the university's curriculum aligns well with the career aspirations and interests of prospective enrollees. To stay competitive in the education sector, CvSU should consistently evaluate and update its course offerings in response to the students' interests and professional goals. This can be achieved through regular consultations with students and industry stakeholders, ensuring that CvSU remains responsive to industry. The results strongly suggest that CvSU should maintain its relevance and responsiveness to industry demands and student needs.

This finding was supported by Akar's (2012) study, wherein a large number of variables are effective in the university choice of the students. The most important variables are the geographic location of the university, the social opportunities of the city, closeness to the job opportunities after graduation, closeness to the place where the person lives or works or their parents live, quality and quantity of the scientific publications of the instructors, and the positive reputation in term of public opinion.

Additionally, a study by the Carnegie Foundation (2012) highlighted that for a lot of young people, the decision to enter the university is the most important decision that will affect their own lives. This decision is important in terms of making and shaping a person's life for the next few years. When the fact that

there are lots of factors affecting such an important decision and a choice is also taken into consideration, the situation becomes more difficult. A more influential university, which they can enter because of course availability, a university close to their residence, a university in which the transportation is easy, and other factors are efficient in university preference. In addition to these factors that may affect the entering a chosen university, the number of universities in the country is also affecting the student's preference in entering the universities they want.

Participants' Willingness to take BA Communication and BS Development Communication

Table 4 presents the gathered data from the senior high school students on their willingness to take the programs BA Communication and BS Development Communication.

The results imply that nearly half of the participants expressed their strong interest in taking BA Communication and BS Development Communication programs, indicating substantial demand for these fields. This suggests that the BA Communication and BS Development Communication programs are appealing to many potential students. These programs likely offer features, curriculum content, and career prospects that align with the students' goals and future careers.

Table 4. Willingness to take BA Communication and BS Development Communication

BA COMM	FREQUENCY	PERCENTAGE
Yes	241	47.30
No	269	52.70
TOTAL	510	100
BS DEV COMM		
Yes	251	49.20
No	259	50.80
TOTAL	510	100

Participants’ Reasons for Choosing Communication programs

Table 5 presents the reasons for choosing the Communication programs based on the responses of the senior high school students.

The results show that the high demand for the course indicates that students view Communication programs as fields with strong market relevance and potential job opportunities. This suggests that these programs are well aligned with current industry needs.

This finding supports Sanchez’s (2012) study, which revealed that the primary factors for Spanish students interested in pursuing Communication sciences were the university’s reputation and the excellence and quality of its educational programs.

Regarding sources of information about universities and their degree programs, Spanish communication science students placed the highest value on direct and experiential sources. Additionally, Spanish students preferred to pursue degrees in communication sciences in public universities over private universities.

Strands of Senior High School Students Interested in Taking Communication Programs

Table 6 shows the results regarding the senior high school (SHS) students’ interest in enrolling in BA Communication and BS Development Communication programs. These students answered “Yes” to the question “If CvSU offers Bachelor of Arts in Communication or Bachelor of Science in Development Communication, will you be willing to enroll in the program?” As shown in Table 4, there were 241 affirmative responses for BA Communication, while 251 for BS Development Communication. The breakdown of these responses according to SHS track or strand is presented below.

As presented in Table 6, most of the students who expressed their willingness to take communication programs are enrolled under the HUMSS strand, followed by the TVL strand, and STEM strand. This suggests that the high enrollment in the HUMSS strand indicates a strong interest in the subjects related to the humanities and social sciences. It also points to a trend toward careers in fields such as education, communication, social work, psychology, and other social science-related professions. This implies most students who are willing to take communication programs are aligned with the appropriate

Table 5. Reasons for choosing Communication programs

RESPONSE	FREQUENCY	RANK
Demand for the course	224	1
Sounds attractive or prestigious	152	2
Employability	149	3
Influenced by family	110	4
Influenced by friends	102	5
Non-board program	42	6
Others	17	7
TOTAL	510	

Table 6. Strands of senior high school students interested in the Communication programs

STRAND	FREQUENCY	PERCENTAGE
BA Communication		
HUMSS	192	79.70
TVL	46	19.10
STEM	2	0.80
ABM	1	0.40
Total	241	100
BS Development Communication		
HUMSS	195	77.70
TVL	52	20.70
STEM	3	1.20
ABM	1	0.40
TOTAL	251	100

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Overall, the findings show a high level of interest in Cavite State University, with free tuition, course offerings, and its reputation serving as key motivators for prospective students.

There is a notable demand for the BA Communication and BS Development Communication programs, with nearly half of the participants expressing an interest in enrolling in these fields. This indicates that CvSU is well-positioned to meet students' demands and industry needs, particularly in the communication sector. The alignment of student interest with their senior high school strands further reinforces the relevance of these programs.

CONCLUSIONS

Based on the results of the study, the following conclusions are drawn:

1. Most of the respondents expressed their interest in enrolling at Cavite State University, as it offers free tuition to the students, a wide range of course offerings, and has an excellent reputation.
2. Majority of the respondents are inclined to pursue BA Communication and BS Development Communication programs, due to the demand for the courses, their prestige, and the employability of their graduates.
3. Majority of the students who are willing to take BA Communication and BS Development Communication are enrolled under the HUMSS strand.

RECOMMENDATIONS

Based on the conclusions drawn, the following are the recommendations:

1. The college is strongly encouraged to offer BA Communication and BS Development Communication programs, as a significant number of senior high school students are eager to enroll and pursue these fields.
2. Although there are other universities and colleges in the province, majority of the students prefer to enroll at Cavite State University. Therefore, offering these programs would provide students in the province with the opportunity to study at a university with free tuition fees while pursuing the BA Communication and BS Development Communication programs.
3. Offering BA Communication and BS Development Communication under the Department of Communication, College of Arts and Sciences will contribute to the attainment of the University's mission and vision.
4. A follow-up study could be conducted to assess Cavite State University's preparedness and readiness to offer these two communication programs.

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