

A Feasibility Study on Offering Bachelor of Science in Development Communication

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Abstract: This study aimed to identify the participants' profile and the possibility of offering a new undergraduate program, particularly Bachelor of Science in Development Communication under the College of Arts and Science, Cagayan State University, Carig Campus. A descriptive research design was employed. A survey questionnaire was used in gathering the data from the four Senior High Schools of the Division of Cagayan. Data were analyzed using frequency counts, percentages, and rankings. Results of the study showed that the majority of the participants belong to age 18, are mostly females, and enrolled in HUMSS and Arts Designs. Reasons to enroll in BS Development Communication are 'Opportunity to help people' and 'Fulfill of personal interest/dream', while reasons to enroll in BS Development Communication at Cagayan State University are 'I believe CSU offers High Quality of Instruction', 'CSU Carig implements Free Tuition Fee scheme', and 'I believe that CSU Carig has a high Academic Reputation.' Based on the findings, it was concluded that offering an additional course like Bachelor of Science in Development Communication is feasible. On schools offering this course, no schools within the Province of Cagayan offer this unique program to cater to the needs of the grassroots and organizations. Since communication is immensely necessary as one component of addressing the present global pandemic, there is a high demand for BS Development Communication students and soon-to-be graduates. Thus, the immediate offering of this program should be materialized for this academic school year 2020-2021.

Keywords— Feasibility Study; Development Communication; Cagayan State University

1. INTRODUCTION

There have been competing narratives about what the institution is designed to achieve.

According to Prof. Eric Thomas, the main functions of higher education and universities are predominantly two-fold. One is as educational establishments and the second as generators of knowledge and technology. As educational establishments, their function is to provide able, self-directed learners that are independent and confident, and will go out into society and give to society through leadership or through civic duties. As knowledge generators, they are research institutions there to provide new knowledge, to change paradigms, to aid society in its development, and in meeting new challenges as they come along.

Higher learning institutions are indeed instruments in producing highly skilled graduates that contribute to the economy. In so doing, it is then their role to consider viable programs which help the country in general. According to Winters (2014), as budgets become increasingly strained with every passing year, higher education institutions are turning to market research firms to investigate the viability of their current and potential academic programs.

The Commission on Higher Education requires a feasibility study on the proposed program offering. Hofstand & Clause (2009) stressed that the basic premise of a feasibility study is to determine the potential for success of a proposed business venture. In connection to academic programs, Balingbing (2014) claimed that the world needs to offer an educational program that will prove to be beneficial for society. She further mentioned in her study that the Department of Labor and Employment (DOLE) recently

launched Project Jobs Fit: The DOLE 2020 Vision where it studies the most in-demand jobs and hard-to-fill jobs in the country. The Labor Department wants to show that contrary to what most people believe, there are jobs available in the country. The offering of BS Development Communication will respond to the need of workers in the province of Cagayan. These opportunities include Public Relations Officer, Communication Researcher, Communication Analyst, Media Planner/ Media Manager, Project Development Officer, College Professor, and Writer.

At the national level, the proposed program is directly aligned to the following ten-point agenda contained in the 2017-2022 Philippine Development Plan, which adopts the long-term national vision of AmBisyon Natin 2040," a guide for development planning. This proposal is likewise clearly in keeping with the following Sustainable Development Goals (SDGs) or Global Goal Goals of the United Nations, which are "a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity" (United Nations Development Programme Philippines, 2018). Poverty, environmental protection, peace and prosperity along with education, health and nutrition, housing, income and consumption, employment, family welfare and food security are the core areas of concern of development communication practice.

This, too, is in full support of the strong development advocacy of the World Bank, which has its own development communication division established in 1998 (Mefalopulos, 2008) to work on development efforts aimed at assisting poor and disadvantaged communities in developing states worldwide, including the Philippines, the first country in the world that pioneered the offering of a four-year academic program in development communication which would later

metamorphose into a College of Development Communication at the University of the Philippines-Los Banos (Quebral, 2011).

Based on based CMO No. 36, Series of 2017, the program outcomes include: Develop a critical understanding of development perspectives; Define and access information needs, assess and organize information and knowledge, produce, share, and utilize information and knowledge; Apply communication theories/models, principles, practices, and tools in developing work; Develop a communication program/plan, Conduct communication research, monitoring, and evaluation; Develop and produce multi-media materials; Demonstrate program management and leadership skills; Develop entrepreneurial capabilities; Adhere to ethical standards and practices; Know and practice rights and responsibilities and accountabilities in the communication profession; and Integrate technical knowledge (e.g., Biological Sciences, Physical Sciences, Health Sciences, and Applied Sciences) in content development and management.

Just like the feasibility studies conducted by Alberto (2008), Doctolero (2005), Ranese (2006) Nepomuceno (2005) as cited by Balingbing (2014), the proposed BS Development Communication program is feasible since the college has a pool of faculty members whose preparation are aligned on communication. guarantees, not even one higher institution in the locality offers the program. This gives assurance that graduates from senior high school who are inclined to the field may choose to be part of the program.

In this premise, the researchers are motivated to conduct this feasibility study to uncover the possibility of offering BS DevCom at Cagayan State University-Carig Campus

2. OBJECTIVE OF THE STUDY

The study aimed to prepare feasibility of offering a four-year course which is the Bachelor of Science in Development Communication under the College of Arts and Sciences, Cagayan State University- Carig Campus for the school year 2020-2021.

Specifically, it determined the respondents' profile in terms of Age, Sex, Strand; whether to enroll in BS Development Communication or not; Reasons for pursuing Bachelor of Science in Development Communication; and Reasons for enrolling in Bachelor of Science in Development Communication at Cagayan State University.

3. RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

The study employed the descriptive method utilizing a questionnaire. This method was used since the intention of

this study is to describe analytically an existing situation regarding the operation of a secondary as a basis for the preparation of a preliminary plan for the offering of new programs/courses in the college (Sevilla et al, 1992).

3.2 Respondents of the Study

The respondents of the study consisted of four Senior High Schools in the Division of Cagayan. These schools were considered feeder schools of the College of Arts and Sciences, Cagayan State University-Carig Campus. These include Lallo National High School (Lal-lo), Caridad National High School (Iguig), and Don Mariano National High School (Gattaran). Total enumeration sampling technique was employed.

3.3 Research Instrument

The study used a survey questionnaire as the main tool in gathering the data. The instrument has two parts. Part I consisted of the respondent's profile (age, sex, track, school), while Part II dealt on the reasons for pursuing or enrolling in Bachelor of Science in Development Communication at Cagayan State University-Carig Campus, Tuguegarao City.

3.4 Analysis of Data

The gathered data were analyzed using the frequency count, percentage, and ranking.

4. RESULTS AND DISCUSSION

Frequency and percentage distribution of the participants according to age

Table 1 presents the frequency and percentage distribution according to age. As gleaned from the table, it shows that majority of the participants belong to the age of 57(86.07%), followed by the age of 19 with a frequency of 9(13.43%). Only 1(1.49) belongs to the age of 21.

Table 1. Frequency and percentage distribution of the participants according to age.

Age	Frequency	Percentage
18	57	85.07
19	9	13.43
20	1	1.49
Total	67	100

s Frequency and percentage distribution of the participants according to sex

Table 2 presents the frequency and percentage distribution of the participants according to sex. As gleaned from the table,

female participants got a higher total number of 38(56.71) compared to male participants with a frequency of 29(43.28).

Table 2. Frequency and percentage distribution of the participants according to sex.

Sex	Frequency	Percentage
Male	29	43.28
Female	38	56.71
Total	67	100

Frequency and percentage distribution of the respondents according to track they are enrolled in

Table 3 presents the frequency and percentage distribution of the participants according to the track they are enrolled in. As gleaned from the table, a big number of participants come from the HUMSS with a frequency of 22 (32.83), followed by Arts and Design with a frequency of 20 (29.85). Almost half the number of these tracks come from the GAS with a frequency of 12(17.91), while 7(10.44) come from STEM; TVL and ABM have the same frequency of 3(4.47) respectively.

Table 3. Frequency and percentage distribution of the participants according to track they are enrolled in.

Track	Frequency	Percentage
ABM	3	4.47
HUMSS	22	32.83
STEM	7	10.44
GAS	12	17.91
TVL	3	4.47
Arts and Design	20	29.85
Total	67	100

Frequency and percentage distribution of participants deciding whether to enroll in Development Communication or not

Table 4 presents the frequency and percentage distribution of participants deciding whether to enroll DevCom or not. The table shows that among 67 participants who filled out the survey questionnaire, the majority of them decided to take Bachelor of Science in Development Communication with a frequency of 62(92.53), while 3(4.47) and 2(2.98) for sure not to enroll and still beset whether to enroll or not to enroll BS Development Communication.

Table 4. Frequency and percentage distribution of participants deciding whether to enroll in BS Development Communication or not

Item	Frequency	Percentage
Yes	62	92.53

No	3	4.47
Undecided	2	2.98
Total	67	100

Reasons for Pursuing Bachelor of Science in Development Communication

Table 5 presents the reasons for pursuing BS Development Communication. Among the items, the item 'Opportunity to help people' was ranked 1 with a frequency of 47. This reveals that the participants wanted to take BS Development Communities because of the job opportunities that would cater to the grassroots, helping them to be informed and productive members of the community.

Item, 'Fulfill of personal interest/dream' was ranked 2 with a frequency of 37. This displays that the participants have really a passion for communication. The result supports that most of the participants come from the related tracks which include HUMSS and Arts and Designs.

Items, 'Opportunity of employment locally and globally', 'Employability/ high demand', were ranked 3 with the same frequency of 32. This shows that the participants believe in the marketability of the course not only locally but also globally. Taking BS DevCom would open more opportunities for them after taking the course.

Items 'Expected high salaries and benefits and 'Job stability' were ranked 4 which means that the participants still consider their compensation and security of tenure. Items, 'Prestige of the Career' was ranked 5 while 'Cost of Effectiveness' was ranked 6. Item 'Influence of peers', and 'Choice of parents' were their least reasons Ranks 7 and 8 respectively.

Table 5. Reasons of pursuing BS Development Communication.

Reason	Frequency	Rank
Employability/ high demand	32	3
Expected high salaries and benefits	27	4
Fulfillment of personal interest/dream	37	2
The opportunity of employment locally and globally	32	3
Influenced by peers	6	7
Choice of Parents	3	8
Job Stability	27	4
Opportunity to help people	47	1
The prestige of the career	20	5
Cost of Effectiveness	14	6

Frequency and percentage distribution of participants deciding whether to enroll DevCom or not at Cagayan State University-Carig Campus, Tuguegarao City

Table 6 presents the frequency and percentage distribution of participants deciding whether to enroll DevCom or not at Cagayan State University-Carig Campus, Tuguegarao. The table shows that among 67 participants who filled out the survey questionnaire, the majority of them chose Cagayan State University in pursuing their tertiary education taking Bachelor of Science in Development Communication with a frequency of 58(86.56), while 5(7.46) and 4(7.97) for sure not to enroll and still beset whether to enroll or not to enroll at CSU respectively.

Table 6. Frequency and percentage distribution of participants deciding whether to enroll DevCom or not at Cagayan State University-Carig Campus, Tuguegarao City.

Response	Frequency	Percentage
Yes	58	86.56
No	5	7.46
Undecided	4	5.97
Total	67	100

Reasons of enrolling BS Development at Cagayan State University-Carig Campus, Tuguegarao City

Table 7 presents the reasons for enrolling in BS Development at Cagayan State University, Carig Campus. Among the 11 items mentioned, 3 items got the most common reasons of the participants with the same frequency of 37(Rank 1). These include ‘I believe CSU offers High Quality of Instruction’, ‘CSU Carig implements Free Tuition Fee scheme’, and ‘I believe that CSU Carig has a high Academic Reputation.’ This shows that students got convinced most to study at CSU because aside from offering quality education, it caters to the needs of the poor. Item, ‘I believe that CSU Carig is student-friendly campus’ has a frequency of 32 (Rank 2). This displays that the participants prefer CSU because students are given the chance be empowered holistically. Ranked 3 are the items, ‘CSU Carig is strategically located in the region’ and ‘I believe that CSU Carig provides service-driven act’.

Table 7. Reasons of enrolling BS Development at Cagayan State University-Carig Campus, Tuguegarao City.

Item	Frequency	Rank
I believe CSU offers High Quality of Instruction	37	1
CSU Carig is strategically located in the region	29	3
CSU Carig implements Free Tuition Fee scheme	37	1

I believe that CSU Carig has a high Academic Reputation	37	1
I believe CSU Carig has adequate facilities	23	6
I believe CSU Carig has competent and seasoned teachers	25	5
I believe that CSU Carig has supportive school heads	25	5
I believe that CSU Carig is a student-friendly campus	32	2
I believe that CSU Carig provides service-driven activities to students	26	4
I believe that CSU Carig provides a service-driven act	27	3
CSU Carig has an established system and procedures	1	7

5. CONCLUSIONS AND RECOMMENDATIONS

The study revealed that offering an additional course like Bachelor of Science in Development Communication is feasible. On schools offering this course, no schools within the Province of Cagayan offer this unique program to cater to the needs of the grassroots and organizations.

Since communication is immensely necessary as one component of addressing this global pandemic, there is a high demand for BS DevCom students and soon-to-be graduates. Thus, the immediate offering of this program should be materialized for this academic school year 2020-2021.

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