

BIBLIOGRAPHY

ABYADO, MARLO JR. C. APRIL 2012. Evaluation of the 2009 BSU Promotional Video by the Graduating Students in Buguias High Schools. Benguet State University, La Trinidad, Benguet.

Adviser: Anna Liza B. Wakat, MDC

ABSTRACT

The study was conducted to evaluate the 2009 BSU Promotional Video by the graduating students in Buguias high schools. Specifically, the study aimed to determine the socio-demographic profile of the respondents; determine the ratings of the respondents on the 2009 BSU promotional video in terms of; content, graphics/pictures, audio quality, transitions, and typography; comprehensibility of the promotional video; determine the effectiveness of the video in convincing the students to enroll in BSU; determine the awareness of the respondents about BSU facts; determine the problems encountered by the respondents while viewing the video; and solicit the respondents' recommendations in improving the video.

The respondents of the study were one hundred (100) graduating students of Buguias from four high schools. Twenty (25) students were chosen from each school. They were chosen using quota sampling. The respondents were given a two set of test questions; pre-test, which was distributed to the respondents before watching the video, and post-test which was also distributed to the respondents after they watched the video. The study was conducted from January to February 2012.

Findings showed that through the video, the respondents were acquainted with the degree programs and other information about Benguet State University.



The 2009 BSU promotional which was designed by the University Public Affairs Office of BSU has a total running time of ten minutes.

Result showed that the overall rating of the promotional video is very good with an overall mean of 4.37.

Most common problems of some respondents while viewing the promotional video were: flow of the video was too fast, small pictures and small text of subtitles and narrators are too fast in talking.

Recommendations of the respondents to improve the video were: enlarging some of the photos and text of the subtitles, and slower the flow of the video.

From the results, the researcher came up with these conclusions; the content and the elements used in the promotional video is enough to satisfy the information needs of the respondents in knowing more about BSU; In terms of effectiveness, the promotional video was able to convince some students to study in BSU, thus the video can be an effective medium in disseminating the information about the university; Minor improvements of the video in terms of the pictures, transitions, and typography are necessary.

The study recommends improving some of the elements used in the promotional video and adding necessary information about recent BSU developments. The producers of the promotional video should consider the respondents' recommendation towards the improvement of the video. After incorporating all the necessary recommendation to the 2009 BSU promotional video, the BSU-OSA should use it during career guidance to further disseminate the programs and other services offered by the university. And further study about this research should be done in other schools.



INTRODUCTION

Rationale

Benguet State University (BSU) is the only state university in Benguet and is one of the leading universities in the Cordillera. It is an institution of learning where students and teachers seek and impart knowledge and where people work to give service to others. Over the years, BSU has accomplished several awards and recognition in the four-fold functions of Instruction, Research, Extension and Production given by prestigious award giving bodies. These contributed to its recognition as one of the six centers of Agriculture Education in the Philippines.

On the other hand, promotional videos are marketing and sales tools designed to introduce or educate consumers about a particular product, cause, or organization. Generally, a promotional video is structured to be precise, direct and to only last for no more than ten to fifteen minutes. This usually allows a well-produced video to hold the attention of viewers long enough to make the key points necessary to generate additional interest (Wisegeek, n.d.).

In 2009, the BSU-University Public Affairs Office produced a 10 minute video documentary that features the history, vision, mission and goals, presidents of the university, degree programs, number of colleges and other services offered by the university and some of its achievements that contributed to the society. According to Fernando (2011), the promotional video was designed to serve as an information source for foreign and local visitors. It is also used for BSU teachers who are attending seminars and conferences to other schools locally and internationally.



The 2009 BSU promotional video was also used before by the Office of the Student Affairs (OSA) during career guidance. However, in a preliminary interview with the OSA, they said that they are no longer using the video for career guidance because the total time of the video is long enough so it's time consuming.

Having seen the role of Development Communication from that premise, the researcher intended to evaluate the 2009 BSU promotional video especially that the content is all about the programs of the university since it is being used as a tool in disseminating information to the people especially to the students. Also, evaluation of the documentary with the use of a certain criteria can help in determining the quality and relevance of the promotional video.

Statement of the Problem

The study was conducted to know the evaluation of the graduating students in Buguias high schools on the 2009 BSU promotional video. Specifically, it aimed to answer the following questions:

1. What is the socio-demographic profile of the respondents?
2. What are the respondents' rating of the promotional video in terms of
 - a. Content
 - b. Graphics/pictures
 - c. Audio Quality
 - d. Transitions
 - e. Typography
3. How comprehensible is the promotional video to the respondents?



4. How effective is the promotional video in convincing the respondents to enroll in BSU?
5. What is the awareness of the respondents on BSU facts?
6. What are the problems encountered by the respondents while viewing the BSU promotional video?
7. What are the recommendations of the respondents in improving the promotional video?

Objectives of the Study

Generally the study aimed to evaluate the 2009 BSU promotional video by the graduating students in Buguias high schools.

Specifically, it aimed to;

1. identify the socio-demographic profile of the respondents;
2. determine the respondents' rating of the promotional video in terms of;
 - a. content
 - b. graphics/pictures
 - c. audio Quality
 - d. transitions
 - e. typography
3. determine the comprehensibility of the promotional video;
4. determine the effectiveness of the promotional video in convincing the respondents to enroll in BSU?
5. determine the awareness of the respondents about BSU facts;



6. identify the problems encountered by the respondents while viewing the video;
and

7. solicit the respondents' recommendations in improving the video.

Importance of the Study

The result of the may help improve the video. It will provide insights to the producer and editor on whether the elements used and the information provided in the video meet the needs and expectations of the intended viewers.

The study may also widen and strengthen the knowledge of the graduating students in Buguias high schools about the programs and courses offered by the Benguet State University.

Lastly, the study may serve as a guide for further related studies and gives information to the people whom are interested to know about Benguet State University.

Scope and Limitations of the Study

The study focuses on the evaluation of the 2009 BSU promotional video by the graduating students in Buguias high schools. It was evaluated in terms of content, graphics, audio quality, transitions and typography. Comparison of the 2009 BSU promotional video to other promotional material was not included.



REVIEW OF LITERATURE

History of Benguet State University

This 95-year old school is nestled in the heart of La Trinidad, Benguet the strawberry Capital of the Philippines.

Its history dates back to the time when the Baguio-La Trinidad was only a rough horse trail in 1916. That was the year when the La Trinidad Experiment Station of the Bureau of Agriculture was turned over to the Bureau of Education. By this turn of events, the La Trinidad Farm School was opened with 30 pupils in Grade V (BSU, 2011).

This development trail blazed the school's metamorphosis, as it expanded its services and heightened its prominence in the area. According to the earlier reports, the Farm School was planned ultimately to develop into a large normal school, where the best Igorot pupils will be given special training for the service as teachers among their own people with emphasis on agricultural education (BSU, 2011).

In 1946, the school became La Trinidad Agricultural High School. Four years later, a provincial normal curriculum was added to its agricultural education program. The said curriculum was abolished in 1953 and two-year post high school certificate in agricultural education was offered (BSU, 2011).

The school was renamed La Trinidad National Agricultural School (LTNAS). Four months later, it was nationalized and named the Mountain National Agricultural School (MNAS). It was soon converted into the Mountain National College (MNAC); Mountain Agricultural College (MAC); and eventually, the Mountain State Agricultural College (MSAC) in 1969 through RA 5923 (BSU, 2011). On January 12, 1986, the College was converted to Benguet State University by virtue of Presidential Decree (PD) No. 2010



signed by President Ferdinand E. Marcos. Initiatives for this development started in the 70's when former Assemblyman Andres A. Cosalan filed a bill for the elevation of Mountain State Agricultural College to a University. Later in 1984, the incumbent Congressman, Samuel Dangwa refilled the bill with some amendments until PD 2010 was signed. Another local leader responsible for the attainment of the university status was former Benguet Governor Ben Palispis. From 1916 until the late forties, the school was headed by Donato Carino, James a. Wright, J. R. Zollanger, Clayton Abbot, Glen Grisham, Russel Taylor, Clayton C. Douglas, and Luis J. Dangilan. Succeeding heads were Contancio T. Medrana. Julian Mamaril, Amado C. Tolentino, Bruno M. Santos, Pedro Ventura, Antonio G. Dumlao, Lawana T. Batcagan, Fortunato A. Battad, Lucio B. Victor, Cipriano C. Consolacion, Rogelio D. Colting (BSU, 2011).

With regards to the curricular programs of the University, it has eight (8) colleges, two (2) institutes, two (2) external campuses, Open University, and a Graduate School. It offers 18 undergraduate degree programs with 35 major fields, 42 graduate degree programs (8 PhD and 34 MS/MA), five (5) diploma courses, and three (3) certificate courses. It has one ladderized course, the Bachelor of Science in Entrepreneurial Technology. The University also provides an Intensive English Language Training Course (IELC) thru it International Language Center (ILC) (Alupias *et al.*, 2006).

Information, Education and Communication (IEC) Materials

Information, Education and Communication (IEC) can be defined as an approach which attempts to change or reinforce a set of behaviors in a target audience regarding a specific problem in a predefined period of time. IEC strategies involve planning



implementation, monitoring and evaluation. When carefully carried out, communication strategies help foster positive practices individually and institutionally, and can contribute to sustainable change toward the desired behavior (UNC Health sciences library, n. d.).

Audiovisual Media

According to Lustria (2001), audiovisual media refers to types of communication materials that can be seen, heard, or both seen or heard. These include soundslides, television and video films like movie, video documentary, and music video.

Advantages of Promotional Video

Some advantages of promotional video are; *a. Increases brand recognition.* Wherever you choose to air the video, if it is made correctly the video should help to cement the name of your company into the minds of those who watch it, *b. Presents a professional image.* Again so long as the video is produced correctly it should help to build your reputation as a professional organization, *c. Articulates who your company is and what they do.* Many people prefer to watch a video than read. Although the written word can be highly effective; image, speech and even the written word utilized together can impact on the viewer more dramatically than the written word alone. If employed correctly a short video of only a minute or two in length can sum up everything you would want a potential client or customer to know about your company (Smallbiz Online Marketing Resources, n. d.).



Disadvantages of Promotional Video

The disadvantages are lack of control over how your releases will be used, and frustration over the low percentage of releases that are taken up by the media (Great Action International, n. d.).

Criteria for the Evaluation of the 2009 BSU Promotional Video

The evaluation of the video will be based on the following criteria;

Content. According to NCDA (1992) as cited by Caligtan (2008), content is a prime concern, it must be accurate, useful, and free from bias. If the content is not correct and up-to-date, then the video is not ideally usable for learning. The content must be accurate and current. The content of the video must be useful. It should stimulate the learner to act on the information.

Graphics/Pictures. Graphics can engage the attention of viewers, which is good. But be sure that the graphic elements reinforce your content rather than distracting attention away from it. Graphics are divided into four major elements: Photographs, Diagrams, Charts, and Artwork. Photographs need to be effective, a photo needs to contribute to your message (be relevant to your purpose), be well composed (aesthetically pleasing), have proper exposure, focus, contrast, and resolution. Diagrams, charts and artwork should be clearly related to the content of the poster, large enough to be readable by a person standing (be relevant to your purpose), be well composed (aesthetically pleasing), have proper exposure, focus, contrast, and resolution. Diagrams, charts and artwork should be clearly related to the content of the poster, large enough to be readable by a person standing few feet away, not too complex, aesthetically pleasing; eye catching but not garish, clearly



labeled, and easy for your audience to understand. The visual portion of the video must be viewed in terms of focus, clarity, color accuracy, contrast, and color balance. Individual frames and visual sequences should be free of any characteristics that detract from the intended message and impact of the video (UNC health sciences library, n. d.)

Sound/Audio quality. According to Feller (1992) as cited by Caligtan (2008), the audio portion of the video must be viewed in terms of clarity, volume, pace, and narrative music mix. Voices should use appropriate diction and dynamics and should feature distinctive qualities when recognition of more than one voice is required of the audience. Voices should also match the individuals' pictures. Music and sound effects should contribute to the meaning and message of the video. The total effect of the sound should be free of any characteristics that detract from the intended message and impact of the video.

Transitions. Video transitions are the visual movements as one picture or video clip changes to another. Transitions are little special effects which are loaded in between the final part of a video clip and the beginning of another. They are often basic, for example a dissolve from one shot to another or they could be especially complex such as the video incrementally transforming to black followed by the second scene steadily showing from the blackness (Articlesbase, 2010).

Typography. In general usage typography is the practical and artistic arrangement of type and printing with type. It is a craft that has been practiced since the Gutenberg's invention of the movable type. According to the latest Encyclopedia Britannica core definition of typography is that, 'typography is concerned with the determination of the appearance of the printed page'. Other dictionaries, such as Collins English Dictionary



from 2004 define the typography as ‘the art, craft or process of composing type and printing from it’. Understood this way, no typography was made before mid-15 century, as it is strictly linked to the invention of the printing type (Bil’ak, n. d.).

Comprehensibility

Comprehension is dependent on two important cognitive abilities- understanding of language and understanding of event sequences (Richards *et al.*, 2004).

In the study of Hung and Hsien (2007) as cited by Pinkihan (2008), it was stated that the learners further reported that they were not used to long texts and that they either lost patience or their eyes easily tired from reading online. Comprehensibility dropped as they increasingly struggled toward the end of texts. Possibly, instead of using extensive reading strategies, such as contextual guessing, the participants immediately sought help whenever they stumbled across words they did not understand. Another explanation is that learners’ comprehension difficulty might derive from sources other than vocabulary, such as complicated sentence patterns, their limited ability to grasp main ideas or the different contexts and idiomatic nature of familiar words.



METHODOLOGY

Locale and Time of the Study

The study was conducted in selected secondary schools in Buguias, Benguet (Figure 1). Out of the 7 public and 1 private secondary schools, four were included in the study, these are: Benguet State University-Buguias Campus, Bangao National High School, Catlubong National High School, and San Isidro High School.

As reflected on the file of the Benguet Division - Planning Office, Buguias has a total number of 1, 883 high school students for the SY 2011-2012. Four hundred thirty (430) of them are graduating students.

Buguias is located on the North-eastern part of Benguet and is a third class municipality. It is 85 kilometers away from the Philippines' summer capital, Baguio City. It is bounded by Mountain Province in the North; Tinoc, Ifugao in the East; Mankayan, Benguet in the West and Atok, Benguet in the South. The place has 14 barangay and is known to be the "Vegetable Panorama of the North"

The schools were selected as the locale of the study because based on observations, many graduating students from the place are not familiar with the programs and courses offered by the Benguet State University.

The study was conducted from January to February 2012.



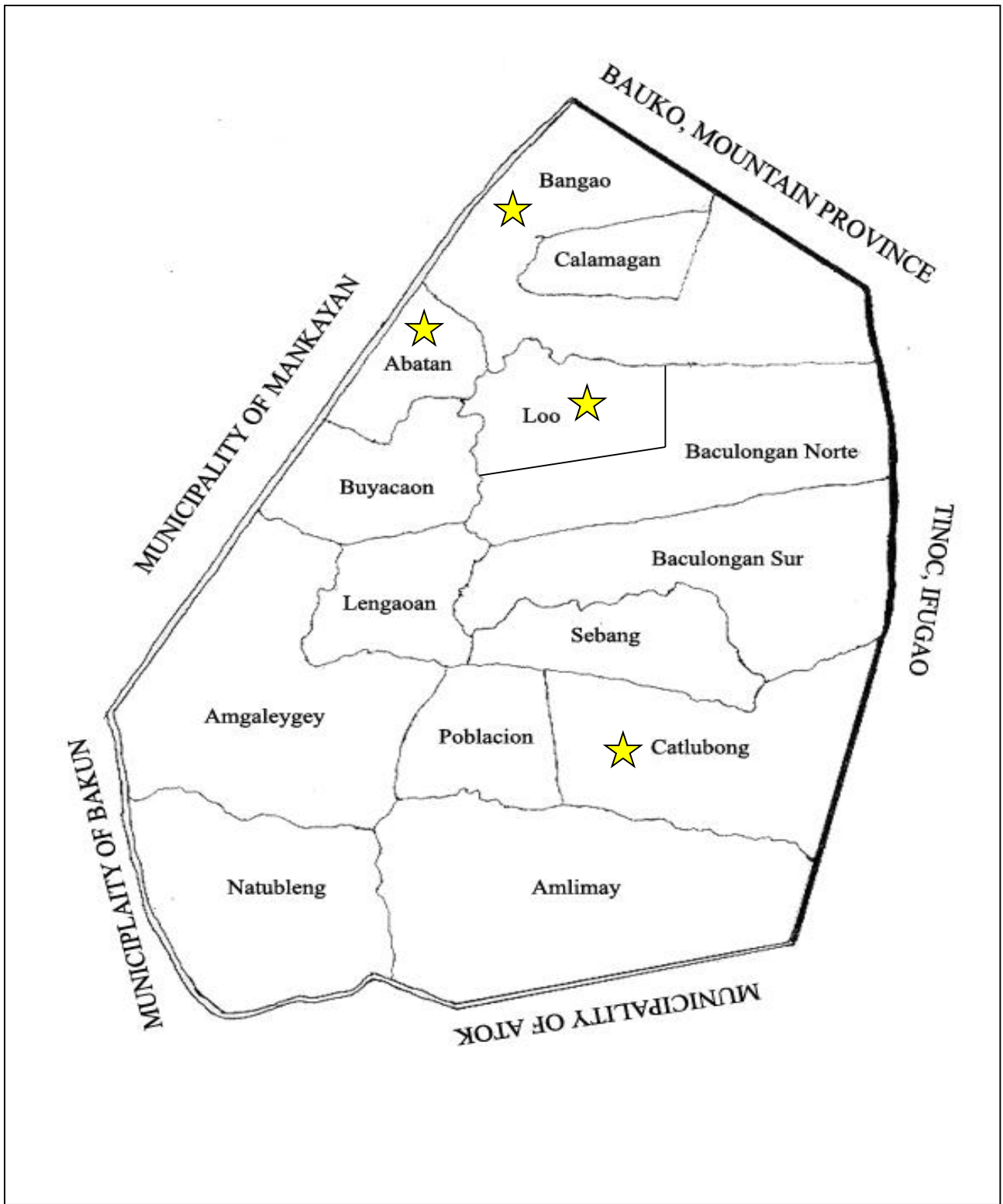


Figure 1. Map of Buguias showing the locale of the study

Respondents of the Study

The respondents of the study were one hundred (100) graduating students of Buguias from four high schools. Twenty (25) students were chosen from each school. They were chosen using quota sampling.

Data Collection

A survey questionnaire was used in gathering the information needed to answer the objectives of the study. The questionnaire used for the evaluation of the video was based on Amdengan's (2010) study.

The respondents were gathered in one room to watch the video then the researcher floated the questionnaires to the respondents before and after they watched the video. The respondents were given a two set of test questions; pre-test, which was distributed to the respondents before watching the video, and post-test, which was also distributed to the respondents after they watched the video. The researcher guided the respondents in answering the questionnaire.

In the post-test, the indication for the rating was explained using the local languages kankana-ey and ilokano, including some sort of tagalog.

Data Gathered

The data gathered included the socio-demographic profile of the respondents, ratings of the respondents on the 2009 BSU promotional video in terms of; content, graphics/pictures, audio quality, transitions, and typography; comprehensibility of the promotional video; effectiveness of the video in terms of convincing the students to enroll in BSU; awareness of the respondents about BSU facts; problems encountered by the



respondents while viewing the video, and the respondents' recommendations in improving the video.

Data Analysis

The data gathered from the respondents were tabulated and analyzed using descriptive tools such as frequency counts and percentages. To get the weighted mean, the following formula was used.

$$\text{(Mean) } \mu = \frac{(\sum fx)}{\sum f}$$

Where;

\sum is the summation of X

f is frequency of the respondents

X is the sum of the multiplied values

$\sum f$ is the total number of respondents.



RESULTS AND DISCUSSION

Socio-Demographic Profile of the Respondents

Table 1 shows the socio-demographic profile of the respondents in terms of age and sex.

Most (49%) of the respondents were aged 16, 42% were aged 15, 8% were aged 17, and only one were aged 20. The youngest was 15 years old while the oldest was 20 years old.

Out of 100 respondents, sixty-seven (67%) of the respondents were female and thirty-three (33%) were male.

Table 1. Socio-demographic profile of the respondents

CHARACTERISTICS	FREQUENCY (n=100)	PERCENTAGE (%)
Age		
15	42	42
16	49	49
17	8	8
20	1	1
TOTAL	100	100
Sex		
Female	67	67
Male	33	33
TOTAL	100	100



Respondents' rating of the Promotional Video

Table 2 to table 7 shows ratings of the respondents on the different categories of the promotional video.

The implications of each scale are interpreted in the following; “excellent” means the respondents fully understood the content of the promotional video and it contains and exceeds the information about BSU that they wanted to know. “Very good” means that the respondents understood the content of the promotional video and they did not find any problem on the information and elements presented in the video. “Good” means that the respondents understood the content of the video but there were lacking information on the video about BSU and they find problems in viewing it. “Fair” means the video contains much information that it is not clear to the respondents, and “poor” means that the respondents did not understand the content of the video.

Content. Table 2 shows the rating of the respondents on the criteria of the content.

In terms of clarity and understandability of the content presented in the video, 38% of the respondents gave a rating of “excellent”, 47% gave a “very good” rating, while 45% rated it as “good”.

Table 2. Ratings of respondents on the content of the promotional video

CRITERIA	PERCENTAGE (%)			
	Excellent	Very Good	Good	Total
Clear and understandable	38	47	45	100
Organized	47	42	11	100
Clear purpose	59	33	7	100



For the organization of the content, 47% of the respondents gave an “excellent” rating, 42% rated it as “very good”, while 11% gave a rating of “good”.

The clarity of purpose were rated as “excellent” by majority (59%) of the respondents, 33% rated it as “very good”, while 7% gave a rating of “good”.

Most of the respondents had a “good” rating for the content. Some said that the presentation of the content is understandable and has enough information.

This supports Wilson (2007) as cited by Amdengan (2010), who said that one of the major contributors to a good first impression is how easy your content to read. Content should have a clear message and purpose.

This implies that the content of the video was enough to satisfy the needed information of the respondents.

Graphics/Pictures. Table 3 shows the rating of the respondents on the criteria of graphics and pictures.

In this category, 40% of the respondents gave a rating of “excellent” on the appropriateness of the pictures’ size to the content, 51% rated it as “very good”, 8% rated it as “good”, while only one rated it as “fair”. This is the only criteria under the graphics which has a rating of “fair”.

Heidy Dumecquias, one of the respondents commented that some pictures in the video were too small so it would be better to enlarge and add more pictures about the university.

This can be related to the idea of Summers (2000) as cited by Amdengan 2010 that pictures and graphics are used to attract the attention of the reader or audience. To be effective, pictures should be clear, sharp and looks good.



Table 3. Ratings of the respondents on the graphics /pictures of the promotional video

CRITERIA	PERCENTAGE (%)				Total
	Excellent	Very Good	Good	Fair	
Appropriateness of the size	40	51	8	1	100
Appropriateness to the content	49	43	8	-	100
Design of the picture	48	44	8	-	100

In terms of the appropriateness to the content, 49% of the respondents gave an “excellent” rating, 43% rated it as “very good”, while 8% rated it as “good”.

For the design of the pictures, 48% of the respondents gave a rating of “excellent”, 44% gave a “very good” rating, while 8% rated it as “good”.

Audio Quality. Table 4 shows the rating of the respondents on the criteria of audio quality.

Among the five criteria under the audio quality, the voice over’s intonation, diction and pronunciation gained the highest (62%) rating for “excellent”. 34% of the respondents rated it as “very good”, while 4% rated it as “good”.

According to the respondents the narrators has good diction and pronunciation that attracts their attention. This is supported by Feller (1992) where he noted that voices should use appropriate diction and dynamics and should feature distinctive qualities when recognition of more than one voice is required of the audience.

In terms of clarity of the voice over, majority (59%) of the respondents gave a rating a rating of “excellent”, 35% rated it as “very good”, while 6% rated it as “good”.



However, some of the respondents commented that the narrators are too fast in talking to the point that they can no longer understand what she/he is talking about.

The appropriateness of the background music gained an “excellent” rating from majority (58%) of the respondents, 34% rated it as “very good”, while 13% rated it as “good”.

Most of the respondents commented that the background music is appropriate to the content.

When it comes to the language used in the video, 43% of the respondents gave an “excellent” rating, 44% rated it as “very good”, while 13% gave a rating of “good”. This implies that the language used was appropriate and understood by the respondents.

The last criterion was the sound effects used, 42% of the respondents gave a rating of “excellent”, and 45% rated it as “very good”, while 11% rated it as “good”. This implies that the sound effects used in the video was appropriate and accepted by the respondents.

Table 4. Ratings of the respondents on the audio quality of the promotional video

CRITERIA	PERCENTAGE (%)			
	Excellent	Very Good	Good	Total
Clarity of Voice over Intonation, diction and pronunciation of the voice over	59	35	6	100
Background music	58	34	13	100
Language	43	44	13	100
Sound effects	42	45	11	100

Transition. Table 5 shows the rating of the respondents on the criteria of transition.



In the criterion well presented sequence, 45% of the respondents gave a rating of “excellent”, 49% rated it as “very good”, while 5% rated it as “good”. However, one of the respondents rated it as “fair”. One of the respondents commented that the flow was too fast. This means that out of one hundred respondents, only one had a hard time following the sequence of the promotional video.

On the proper timing of the transitions, 49% gave a rating of “excellent”, 44% rated it as “very good”, while 12% rated it as “good”.

According to the respondents, the video uses grabbing transitions that they like most.

Typography. In this category, it includes the font style, font size and appropriateness of color to the text. Results for this category are presented on table 6.

In the criterion of font style, 39% of the respondents gave a rating of “excellent”, 45% rated it as “very good”, and 13% rated it as “good”, while 3% gave a rating of “fair”. This is the highest criterion in the entire category which has a rating of “fair”.

One reason for the “fair” rating is that, according to some respondents, they cannot read the text at a distance because it was too small. This is supported by the idea

Table 5. Ratings of the respondents on the transitions of the promotional video

CRITERIA	PERCENTAGE (%)				Total
	Excellent	Very Good	Good	Fair	
Sequence	45	49	5	1	100
Proper Timing	49	44	12	-	100

of Cadiz (1991) that since letter legibility is very important in producing print media; words must be legible and readable to be effective.



In terms of the font size, 48% of the respondents gave a rating of “excellent”, 35% rated it as “very good”, and 16% rated it as “good”, while only one gave a rating of “fair”.

The color of the text gained the highest rating of “excellent” from 51% of the respondents, 36% gave a rating of “very good”, while 13% rated it as “good”.

Overall Ratings of the Promotional Video

Table 7 shows the overall evaluation of the promotional video on the content, graphics/pictures, audio quality, transitions, and typography.

In general, the content, graphics/pictures, audio quality, transitions, and typography have an over-all mean of 4.37 which is equivalent to “very good”. Over-all result implies that the content and the elements used in the promotional video satisfy the desire and criteria of the respondents in knowing more about BSU.

Table 6. Ratings of the respondents on the typography of the promotional video

CRITERIA	PERCENTAGE (%)				
	Excellent	Very Good	Average	Fair	Total
Font style	39	45	13	3	100
Font size	48	35	16	1	100
Color	51	36	13	-	100



Table 7. Overall rating of the promotional video

CRITERIA	MEAN	INTERPRETATION
Content		
Clear and understandable	4.23	Very Good
Well-presented information	4.26	Very Good
Clear purpose	4.48	Very Good
Graphics/Pictures		
Appropriateness of the size	4.3	Very Good
Appropriateness to the content	4.41	Very Good
Design of the picture	4.4	Very Good
Audio Quality		
Voice over	4.53	Very Good
Intonation, diction and pronunciation of voice over	4.58	Very Good
Background music	4.3	Very Good
Language	4.5	Very Good
Sound effects	4.3	Very Good
Transitions		
Sequence	4.38	Very Good
Proper Timing	4.32	Very Good
Typography		
Font style	4.2	Very Good
Font size	4.3	Very Good
Color and appropriateness to the background	4.38	Very Good
TOTAL	4.37	Very Good

Comprehensibility of the Promotional Video

Table 8 shows the comprehensibility of the promotional video in terms of the following:

For the completeness of the information, 32% of the respondents gave a rating of “excellent”, 54% rated it as “very good”, while 14% rated it as “good”.

In terms of appropriateness of language used, majority (58%) of the respondents gave a rating of “excellent”, 35% rated it as “very good”, while 7% rated it as “good”.



Table 8. Comprehensibility of the promotional video

CHARACTERISTICS	PERCENTAGE (%)				
	Excellent	Very Good	Average	Fair	Mean
Complete information	32	54	14	-	4.51
Language used is appropriate	58	35	7	-	4.34
Legibility of subtitles	46	41	11	2	4.31
Message is easily understood	54	32	12	2	4.18
TOTAL					4.34

In the criterion legibility of the subtitles, it was rated as “excellent” by 46% of the respondents, 41% of the respondents gave rating of “very good”, 11% rated it as “good”, while 2% of the respondents rated it as “fair”. One reason for the fair rating was that, the respondents were not able to recognize clearly the courses of BSU presented in the video.

Majority (54%) of the respondents also claimed that the message of the video was easily understood where they gave an “excellent” rating, 32% of the respondents rated it as “very good” and 12% rated it as “good”, while only 2% gave a rating of “fair”.

The over-all rating of the video in terms of its comprehensibility is “Very good” with a mean of 4.34. Result implies that the content of the video was easily understood by the respondents, it has complete information, language used is appropriate and the typography is legible.

From the result, it implies that the over-all content and elements used in the video meets the ability of the respondents to comprehend with it. This further supports the result of the respondents’ evaluation of the promotional video. The result follows the idea of



Richards *et al.*, (2004) that comprehension is dependent on two important cognitive abilities- understanding of language and understanding of event sequences.

Effectiveness of the Promotional Video in Convincing the Students to Enroll in BSU

Table 9 shows the effectiveness of the video in convincing the students to enroll in BSU under the pre and post-test.

The respondents were asked if they planned to continue their studies after graduation and 96% answered yes in the pre-test, but after the respondents watched the video, it slightly increased to 97%. On the other hand, 3% of the respondents said that they did not plan to continue to study their studies due to financial problems.

They were also asked if where would they continue to study and 64% answered BSU in the pre-test. This implies that majority of the respondents before watching the video already choose BSU as their first choice in entering to college.

But after they watched the video, 3% were convinced to study in BSU. This result corroborates the idea of the Smallbiz Online Marketing Resources (n.d.) regarding the advantage of promotional video that, if image, speech and written words are utilized together, it can impact to the viewer dramatically.

Moreover, some (18%) of the respondents in the pre-test were undecided on the school where to enroll, but it declined to 14% in the post-test. This implies that the video was able to change or affect the decision of the respondents in choosing the school where they want to continue their studies.

Others said that in the pre-test that they will continue their studies in other schools such are in SLU with 7%, KCP with 3%, UB with 2%, while CCDC, UC and University



Table 9. Effectiveness of the promotional video in convincing the students to enroll in BSU

CHARACTERISTICS	PRE-TEST		POST-TEST	
	Frequency	%	Frequency	%
Had plan to enroll in College				
Yes	96	96	97	97
No	4	4	3	3
TOTAL	100	100	100	100
School				
Benguet State university	64	64	67	67
Undecided	18	18	14	14
Saint Louis University	7	7	8	8
Kings College of the Phils.	3	3	3	3
University of Baguio	2	2	1	1
Cordillera College	1	1	1	1
University of the Cordilleras	1	1	1	1
University of Pangasinan	1	1	1	1
TOTAL	100	100	100	100

of Pangasinan. But in the post test, one respondent shifted to SLU and it increased to 8%, while UB decreased to only one because one of the respondents choose other schools.

The result implies that the promotional video was able to affect and or convinced the students' decision to enroll in BSU.



Awareness of the Respondents about BSU Facts

Awareness of the respondents about BSU facts in the pre and post-test are presented on Table 10.

In the pre-test, result shows that 99% of the respondents knew the location of BSU, but eventually increased to 100% in the pos-test.

On the question when was BSU established, only 12% of the respondents answered correctly, however in the post-test, it increased to 58%. This implies that the respondents were able to know the history of BSU through the video.

Majority (97%) of the respondents in the pre-test said that BSU is a public school, but in the post-test it declined to 96%. This would perhaps mean that the respondents were got confused since there was no information on the video if BSU was a public or a private institution.

Most (83%) of the respondents in the pre-test answered correctly that BSU-Buguias and BSU-Bokod were the two other campuses of the university. But in the post-test, it increased to 96%.

With regards to the courses offered by BSU (Fig. 2), BSA and BSHRM in the pre-test has the highest rating of both 94% from the respondents. But in the post test BSA increased to 95% while BSHRM declined to 84%. One reason might be, the respondents were confused since the video was made before the university offered BSHRM.



Table 10. Awareness of the respondents about BSU facts.

CHARACTERISTICS	PRE-TEST		POST-TEST	
	Correct n=100	Wrong n=100	Correct n=100	Wrong n=100
Location of BSU	99	1	100	-
Establishment of BSU	12	88	58	42
Status of BSU	97	3	96	4
Other two campuses of BSU	83	17	96	4

Other courses with the highest rating in the pre-test were BEE with 91% and BSE with 90%. However in the post-test, the number of respondents who answered the two courses declined to 88% and 89% respectively. This means that the respondents might have been confused because the flashing of the courses in the video were too fast.

On the other hand, the courses that got the lowest rating in the pre-test were; BSAS with 19%, BSES with 23%, BLIS with 36%, BSDC with 43%, and BSHE with 44%, but in the post-test it greatly increased to more than 50%. Meanwhile, BSES had the highest increase from 23% to 68%. This implies that not all course offered by BSU were familiar to the respondents.

In general, results in the pre-test showed that most of the respondents were familiar with the courses offered by BSU, however there were other courses offered by the university which were not familiar to them. There were also some courses that were mistakenly identified by the respondents which were not really offered by the university.

Generally, after the respondents watched the video there was a slight increase in the students' scores. Majority of the respondents were acquainted with the history, degree programs and others offered by the university as reflected on the percentage of the correct



answers which is above 50%, and majority of the respondents became familiar with the courses offered by BSU.

This implies that the video is of great help to the respondents in familiarizing the students with the programs of the university.

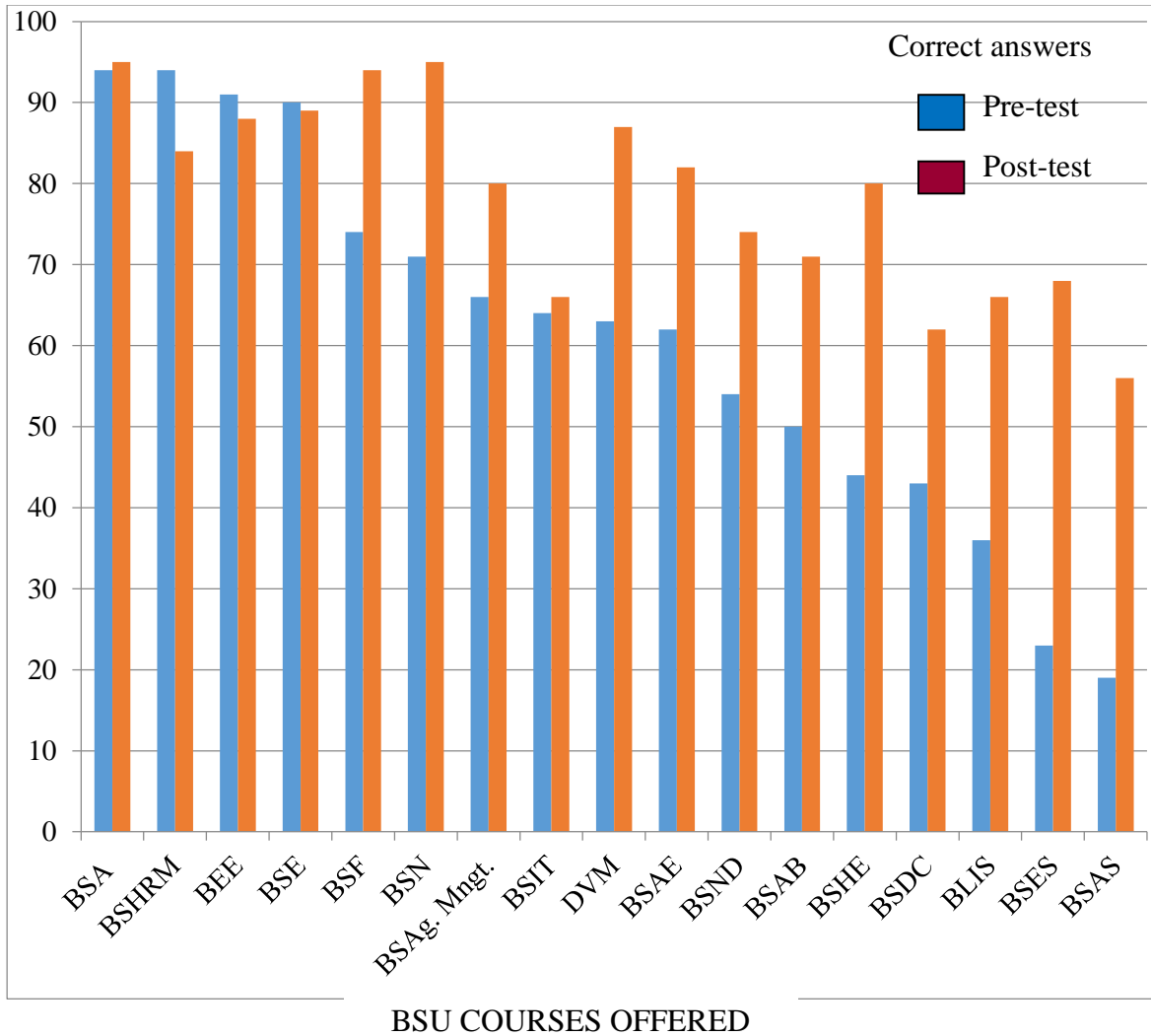


Figure 2. Awareness of the respondents on the courses offered by Benguet State University



Problems Encountered by the Respondents While Viewing the Video

Table 11 shows the problems encountered by the respondents while viewing the promotional video.

More than half (55%) of the respondents said that they did not find any problems while watching the video. However, some of the respondents came upon several problems. Some (20%) stated that the flow of the video is too fast to the point that they can no longer understand the content, 7% said that the video has small subtitles and it cannot be seen at a distance, 6% also said that the pictures presented in the video is too small.

This contradicts the idea from UNC Health sciences library, (n.d.) which states that photos/pictures should be large enough to be readable by a person stands few feet away and easy for the audience to understand.

Moreover, 5% claimed that the narrators were too fast in talking, and 4% said that they did not fully understand the video due to computer interruptions. During the video showing at BSU-Buguias, there was a technical difficulty so the respondents did not fully watch the video.

Only 2% of the respondents said that there were too many transitions used in the video that tends to be distractive. This contradicts the idea of Feller (1992) that, the audio portion of the video must be viewed in terms of cl



Table 11. Problems encountered by the respondents while viewing the video

CHARACTERISTICS	FREQUENCY	PERCENTAGE (%)
Flow of the video is too fast	20	20
Small subtitles	7	7
Small pictures	6	6
Narrators are too fast in talking	5	5
Technical error	4	4
Too many transitions	2	2
Blurred pictures	1	1

The result implies that there is a slight problem in presentation of the content the elements used in the video.

Recommendations of the Respondents in Improving the Video

Content. The video features the vision, mission and goals as well as the degree programs and other information about BSU.

The respondents suggested that more information about BSU should be added. They also suggested the use of simple words and that general ideas in some parts of the video should be simplified.

Incidentally, the researcher agrees on the suggestion of the respondents of adding more pictures, especially that there were recent developments in the university.

Pictures. The picture presented in the video includes the different colleges and the other two campuses of the university, facilities of the university and many more. However,



the respondents find it more informational and interesting if more pictures will be added like the university library and others. The respondents also recommended enlarging some of the photos particularly in the running time 00:30 seconds of the video. The photos include the significant achievements with some awardees together with some higher officials of the university.

Audio quality. The respondents suggested that the narrator should not be too fast in talking. One of them also suggested the use of Tagalog as a language in the video other than English. Two respondents recommended the use of another background music other than what was used in the video.

However, since majority of the respondents did not state any comment particularly on this category, the researcher believed that there was no need to change the language and background music of the promotional video.

Transitions. The respondents suggested that the transitions should be slower because the flow was too fast so they can not catch up with the next information. The respondents might be pertaining to the courses offered by the university because the researcher observed that the flashing of courses was only 4 seconds. However, the researcher realized that perhaps the producer of the video did or used fast transitions to meet the standard characteristics of a promotional video which is not more than ten minutes.

One of the respondents also suggested the use of simple transitions. On the contrary, the researcher believes that the transition used was okay since it was rated by most of the respondents as “very good” as earlier discussed.



Typography. The respondents said that the font size used in the video was too small. Some of the respondents recommended that the subtitles shall be enlarged so that it would be noticeable at a distance. The researcher agrees with this suggestion particularly on the text used in the courses offered since that portion was the most crucial to the students.

The use of another font style or colored text was further recommended by two respondents.



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study was conducted in four selected high schools in Buguias particularly in Bangao National High School, Benguet State University-Buguias Campus, Catlubong National High School and San Isidro National High School from January -February 2012.

There were one hundred (100) respondents of the study. Twenty five (25) students were chosen from each school through quota sampling. A survey questionnaires were used to gather the data needed to answer the objectives of the study.

The data collected includes the socio-demographic profile of the respondents, socio-demographic profile of the respondents, evaluation of the respondents on the 2009 BSU promotional video in terms of; content, graphics/pictures, audio quality, transitions and typography; comprehensibility of the promotional video; effectiveness of the video to the respondents; problems encountered by the respondents while viewing the video, and the respondents' recommendations in improving the video. The data were interpreted and analyzed using mean and percentage.

Results showed that the overall rating of the promotional video is very good with a mean of 4.37.

Conclusions

Based on the findings of the study, the following conclusions were formulated:

1. The content and the elements used in the promotional video is enough to satisfy the information needs of the respondents in knowing more about BSU.



2. In terms of effectiveness, the promotional video was able to convince some students to study in BSU. Thus the video can be an effective medium in disseminating the information about the university.
3. Minor improvements of the video in terms of the pictures, transitions, and typography are necessary.

Recommendations

Based on the findings and conclusions, the following are recommended;

1. Improvements of the 2009 BSU promotional video should be done before disseminating it.
2. The producers of the promotional video should consider the respondents' recommendation towards the improvement of the video.
3. Adding more information about BSU development is also recommended.
4. After incorporating all the necessary recommendation to the 2009 BSU promotional video, the BSU-OSA should use it during career guidance to further disseminate the programs and other services offered by the university.
5. Further study about this research should be done in other schools.



LITERATURE CITED

- ALUPIAS, E., D. TAGARINO, A. CACHERO, L. COTLING, and R. COLTING. 2006. Benguet State University Annual Report 2006. BSU, La Trinidad, Benguet. P. 1.
- AMDENGAN, A. 2010. Development and Evaluation of Information Education and Communication (IEC) materials for the ecotourism program of Kabayan, Benguet. BS Thesis. Benguet State University, La Trinidad, Benguet. P. 2-4
- ARTICLESBASE, 2010. Video transitions and their advantages in evaluating video editing software programs. Retrieved December 14, 2011 from <http://www.articlesbase.com/computers-articles/video-transitions-and-their-advantages-in-evaluating-video-editing-software-programs-3622554.html>.
- BENGUET STATE UNIVERSITY. 2011. Official Website. History of Benguet State University. Retrieved December 12, 2011 from <http://www.bsu.edu.ph/content/university.php>.
- BILAK, undated. What is Typography?. Retrieved December 16, 2011 from http://www.typotheque.com/articles/what_is_typography.
- CADIZ, Ma. C.H. 1991. Educational Communication for Development: Basic Concepts, Theories and Know-how. UPLB: CA Publications Program. Pp. 46-47, 128-153.
- CALIGTAN, J. 2008. Evaluation of the Cultural Video Documentary “Pechit chi Kabayan”. BS Thesis. Benguet State University, La Trinidad, Benguet. P. 4-8.
- FELLER, R., F. Collins, and C. Mollerup. 1992. Guidelines for the preparation and evaluation of Video Career Media. Retrieved December 13, 2011 from http://associationdatabase.com/aws/NCDA/asset_manager/get_file/3401.
- FERNANDO, S. 2011. Personal interview from Administration building of Benguet State University.
- GREAT ACTION INTERNATIONAL, undated. Disadvantages of promotional video. Retrieved December 15, 2011 from <http://greactionint'l.com/?Online-Promotional-Videos-and-Video-SEO&id=4481577>.
- LUSTRIA, M. L. 2001. Development of Print and Radio Communication Materials Volume I. Diliman, Quezon City: UP Open University, P. 10.



- PINKIHAN, N., 2008. Evaluation of Laboratory Manuals Produced by Teachers in Selected Basic Agricultural Courses in the College of Agriculture, Benguet State University. BS Thesis. Benguet State University, La Trinidad, Benguet. P. 4.
- RICHARDS, J. E., A. FRANKENFIELD, T. A. PEMPEK, H. L. KIKORIAN, and D. L. ANDERSON, 2004. Looking at the interacting with the comprehensible and incomprehensible Teletubbies. International Society for Infancy Studies, Chicago, IL. Retrieved December 14, 2011 from <http://jerlab.psych.sc.edu/richardsinfo/publ>.
- SMALLBIZ ONLINE MARKETING RESOURCES, undated. The Benefits of Promotional Videos to your smb. Retrieved December 14, 2011 from <http://smbizblog.com/2011/08/the-benefits-of-promotional-videos-to-your-smb/>.
- UNC HEALTH SCIENCES LIBRARY, n. d. How to design Effective Posters. Retrieved December 14, 2011 from http://www.hsl.unc.edu/poster_design/elements/examples.htm.
- WISEGEEK, undated. Promotional video. Retrieved November 26, 2011 from <http://www.wisegeek.com/what-is-a-promotional-video.htm>.

