

BIBLIOGRAPHY

CALANZO, LESLIE ANN B. APRIL 2007. Perception of BSU Faculty Members on Development Communication As a Program. Benguet State University La Trinidad, Benguet.

Adviser: Anna Liza B. Wakat, BSc

ABSTRACT

The study was conducted to determine the perception of the BSU faculty members on Development Communication as a concept and as a course, identify the perceived jobs of the BSDC students, determine how the faculty members perceived the academic performance and their expectations to the BSDC students.

An interview schedule was used to gather the needed information from the 47 respondents. The respondents are taken as the 30 percent of the overall total of the faculty members of College of Agriculture (22) and college of Arts and Sciences (25).

Most of the respondents belonged to the age bracket 41-50. Majority were married and females.

The respondents have different definitions of Development Communication, definitions are as follows; a way of relating new researches, while others said that it is a way of dealing with rural people to promote development.

Regarding the course, some of the respondents understand that Development Communication is the same as Mass Communication. Others said that it is a way to

update everybody in relation to the field and it is where the students learn the systematic way of social science.

Coming to school late, being noisy, hard-up in expressing themselves through writing and not so good in sentence construction are some of the weaknesses of the BSDC students while being active and artistic are some of their strength. Likewise, the respondents expect the BSDC students to be attentive computer literate and excellent in communication.

On the other hand, though majority of the respondents have related definition on Development Communication as a concept, some claimed that they are not well-informed on Development Communication as a course.

Therefore, it is recommended that there is need for an information campaign about the course. It is also suggested that a similar study should be conducted having students as its respondents.

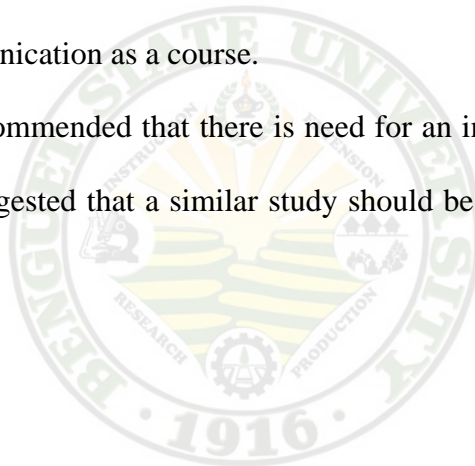


TABLE OF CONTENTS

| | Page |
|--|------|
| Bibliography | i |
| Abstract | i |
| Table of Contents | iii |
| INTRODUCTION | 1 |
| REVIEW OF LITERATURE | 4 |
| METHODOLOGY | |
| Locale of the Study | 6 |
| Respondents of the Study | 6 |
| Data Collection | 6 |
| Data to be Gathered | 6 |
| Data Analysis | 8 |
| RESULTS AND DISCUSSION | |
| Socio-demographic Profile of the Respondents | 9 |
| Perceptions of Faculty Members of BSU on Communication as a Concept and as a Course | 10 |
| Perceived Jobs of a Development Communication Graduate | 12 |
| Perceived academic Performance of BSDC Students | 17 |
| Expectations of the Respondents to the BSDC Students | 19 |

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

| | |
|------------------------|----|
| Summary | 20 |
| Conclusions | 21 |
| Recommendations | 21 |
| LITERATURE CITED | 22 |
| APPENDIX | 23 |



INTRODUCTION

Rationale

Development communications are organized efforts to use communication processes and media to bring social and economic improvements, generally in developing countries. The field emerged in the late 1950's amid high hopes that radio and television could be put to use in the world's most disadvantaged countries to bring about dramatic progress. Early communications theorists like Wilbur Schramm and Daniel Lerner based their high expectations upon the apparent success of World War II propaganda, to which academia and Hollywood had contributed (Peterson, 2003).

The Bachelor of Science in Development Communication started as an undergraduate course in the University of the Philippines Los Banos in the early 60's. In Benguet State University, it was first offered in 1999 with one faculty member and 42 students.

With its almost six years of existence in Benguet State University, students and faculty members in and out the university have different perceptions on the course. Some non-Dev Com faculty members expect much while others expect less from Dev Com students they handle.

This may lead to the disappointment of both faculty member and student if the expectations failed.

With this, there is a need to know the perceptions of faculty members of BSU regarding Development Communication as a concept, as a course, and their expectations



on Dev Com students to determine their knowledge level on the course to avoid disappointments and misunderstandings.

Statement of the Problem

The study tried to answer the following questions:

1. What are the socio-demographic profiles of the respondents?
2. What is the perception of faculty members of BSU on Development Communication as a concept and as course?
3. What are the perceived jobs of a Development Communication graduate?
4. What are the perceived strength and weaknesses of the BSDC students?
5. What are the perceived skills of the BSDC students?
6. How do faculty members perceive the academic performance of Dev Com Students?
7. What are the expectations of faculty members to the students of Development Communication?

Objectives of the Study

The study aimed to:

1. characterize the respondents;
2. determine the knowledge level of BSU faculty members on Development Communication as a concept and as a course;
3. identify the perceived weaknesses and strengths of the BSDC students;
4. enumerate perceived the skills of the BSDC students



5. identify the perceived jobs of a Development Communication graduate;
6. determine how faculty members perceived the academic performance of Dev Com Students; and
7. determine the expectations of faculty members to the BSDC students.

Importance of the Study

This study may help the faculty members of Development Communication in deciding if there is a need to have an information campaign about the course.

Findings may be used by students and researchers who will need to know more about the course.

Scope and Limitations

The study focused on perceptions of BSU faculty members on Development Communication as a program.

Respondents were the faculty members of Benguet State University from the college of Arts and Sciences and College of Agriculture where most Dev Com subjects are being offered.

Faculty members of Dev Com Departments and faculty who never handled Dev Com students are not included as respondents.



REVIEW OF LITERATURE

History of Development Communication

In the early 70's it began to take place as a concept, development communication drew spirited comments from many quarters. Some were supportive; many more were critical. In the late 80's, a good resistant to it persists in the very countries where the hope is that it will be useful. Development Communication has gone by some other tag in the past and may be called differently in the future. Its present name could go out of fashion after a while (Quebral, 1988).

The term "Development Communication" was coined by Nora C. Quebral, a professor at the University of Philippines at Los Baños. The Bachelor of Science in Development Communication degree program has set a trend and is now the model for similar degree programs implemented by other academic institutions in the Philippines and other developing countries as well (Wikipedia, 2006).

Development Communication

Development Communication is isolable as a field of specialization in the study of human communication. It is purposive communication, it is value-laden and it is pragmatic (Jamias, 1975).

The systematic use of the acts and science of human communication to persuade specific groups of people to change their habits, lifestyles or ways of thoughts by no mans new (Quebral, 1988).



Development Communication refers to a spectrum of communication processes, strategies and principles within the field of international development, aimed at the improving conditions and quality of life of people struggling with underdevelopment and marginalization. It is characterized by conceptual flexibility and diversity in the application of communication techniques used to address the problems of development (Wikipedia, 2006).

Perceptions

According to Myers (1983) as cited by Pocdo (2003), perceptions refer to how we comprehend the objects and events in the external reality around us. Taylor (1970) also stated that perception is the process of becoming aware of objects, qualities, relations, or problems by the way of the sense organ which is closely related to actions.

Krench (1962) as cited by Buyagan (2003) stressed that an individual perception affects his behavior of how to perceive a situation, an object or a problem is determined by his current rules.



METHODOLOGY

Locale and Time of the Study

The study was conducted at Benguet State University, La Trinidad Benguet. Benguet State University is one of the few schools offering Bachelor of Science in Development Communication. The university is located at La Trinidad, Benguet and it is five to six kilometers away from the Philippine Summer Capital, Baguio City (Figure 1).

. The study was conducted from October 2006 to March 2007.

Respondents of the Study

The researcher has 47 respondents which were taken as the 10% of the total of faculty members from CA and CAS

Data Collection

The researcher used an interview schedule in gathering data from the respondents.

Data to be Gathered

Data gathered were the profile of the respondents, expectations of faculty members to a Dev Com student, perceptions of faculty members on development communication as a course and a concept and how they perceived academic performance of a Dev Com student.



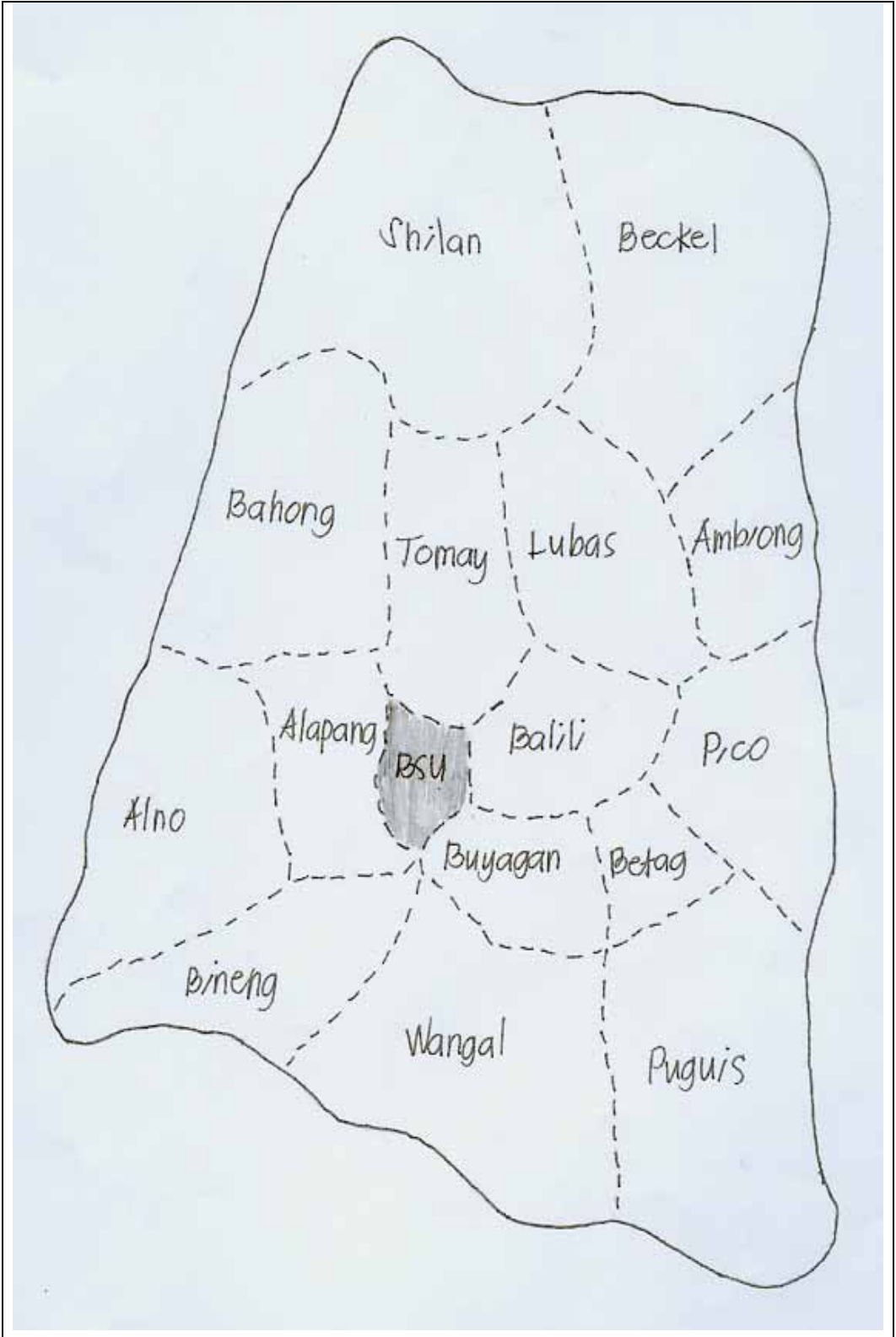


Figure 1. Map of La Trinidad showing the location of the study



Data Analysis

The data collected were consolidated, tabulated, and analyzed using frequency counts, averages and percentage.



RESULTS AND DISCUSSION

Socio-demographic of the Respondents

Forty-seven (47) faculty members from the College of Agriculture (22) and College of Arts and Sciences (25) were the respondents of this study. It was taken as the 30 percent of the over all total of faculty members from the two colleges. CA has 72 faculty members while CAS has 82. So 30 percent of 72 for CA is 22 while 30 percent of 82 for CAS is 25.

Table 1 presents the socio-demographic profile of the respondents.

Age. Among the 47 respondents, 31.91 percent fell under the age bracket 41-50, while 25.53 percent were aged 31-40. The rest belonged to 20-30 or 51-60 age brackets. Twenty-five is the youngest while 58 is the oldest.

Sex. There were more female respondents (59.56 percent) than males (40.42 percent).

Civil Status. Majority were married (78.72 percent) while 21.27 percent were single.

Subject Taught. Subject taught by the respondents were, Social sciences, Filipino, English, Statistics, Filipino, Economics, Entomology, Agronomy, Soil Science, Information Technology, Horticulture, Agriculture, Philippine Institution, Biology, Animal Science, Chemistry, Social Orientation, Logic, Math and English.



Table 1. Socio-demographic profile of the respondents

| CHARACTERISTICS | NUMBER | PERCENTAGE (%) |
|-----------------------|--------|----------------|
| Age | | |
| 20-30 | 10 | 21.27 |
| 31-40 | 12 | 25.53 |
| 41-50 | 15 | 31.91 |
| 51-60 | 10 | 21.27 |
| Sex | | |
| Female | 28 | 59.56 |
| Male | 19 | 40.42 |
| Civil Status | | |
| Married | 37 | 78.72 |
| Single | 10 | 21.27 |
| Subject Taught | | |
| English | 4 | 8.51 |
| Math | 4 | 8.51 |
| Social Science | 3 | 6.38 |
| Statistics | 3 | 6.38 |
| Chemistry | 3 | 6.38 |
| Biology | 3 | 6.38 |
| Horticulture | 3 | 6.38 |
| I. T. | 3 | 6.38 |
| Soil Science | 3 | 6.38 |
| Agronomy | 3 | 6.38 |
| Economics | 3 | 6.38 |
| P.I | 2 | 4.25 |
| Soc. Or. | 2 | 4.25 |
| Logic | 2 | 4.25 |
| Entomology | 2 | 4.25 |
| Agronomy | 2 | 4.25 |
| Agriculture | 1 | 2.12 |
| Animal Science | 1 | 2.12 |



Perceptions of the Respondents on Development
Communication as a Concept

Table 2 shows the perceived definitions of the respondents on Development Communication. Among the 47 respondents, 25.53 percent said that Development Communication is relating new researches and technologies for development. Some said that it is a media with more communication on the advancement of technology (23.40 percent). It is related to agriculture media as defined by 21.27 percent of the respondents while 2.14 percent said that it communicates development, both personally and genetically. Three of them did not answer anything (6.38 percent). This means, some of the respondents cannot define Development Communication.

Table 2. Respondent's perceived definition of development communication

| PERCEIVED DEFINITION | FREQUENCY | PERCENTAGE (%) |
|--|-----------|----------------|
| It is relating new researches or technologies | 12 | 25.53 |
| It is deals with rural people to promote Development | 11 | 23.40 |
| It is related to agriculture media | 10 | 21.27 |
| Media that focuses communication on the advancement of technology | 9 | 19.14 |
| No answer | 3 | 6.38 |
| Developmental research | 2 | 4.25 |
| It communicates development both personally and genetically | 1 | 2.14 |
| Multiple response | | |



Perceptions of Respondents on Development
Communication as a Course

As shown in Table 3, eight of the respondents (17.02 percent) said that Development Communication as a course similar to Mass Communication. Eleven understand that students from the course learn the strategies to be effective and good communicator, while 10.63 percent understand that BSDC students write and broadcast for agriculture focused development, others said that the course composes of three majors (development journalism, community broadcasting. educational communication), deals with the people in terms of development, students are trained how to relate information while 13 said that they were not well-informed. Based on result, majority of the respondents have correct perceptions regarding the course.

Table 3. Respondent's perceptions on development communication as a course

| PERCEPTIONS on BSDC | FREQUENCY | PERCENTAGE (%) |
|--|-----------|----------------|
| No answer | 13 | 27.66 |
| Students learn the strategies to be an effective and good communicator | 11 | 24.40 |
| Similar to Mass Communication | 8 | 17.02 |
| Students write and broadcast for agriculture focused development | 5 | 10.63 |
| It composes three majors | 5 | 10.63 |
| A course that deals with the people in terms of development | 3 | 6.38 |
| Learn systematic process of social sciences | 1 | 2.12 |



Perceived Jobs of a Development Communication Graduate

Shown in Table 4, 100 percent of the respondents said that a graduate of development communication can be a journalist while 89.36 percent said that a graduate from the course can be a teacher, while 87.23 percent said that can be a researcher. Other jobs as perceived by the respondents are TV and radio personality, extentionist, call agent, and a receptionist. The respondents have the correct perceptions regarding the jobs of a Development Communication graduate, but they were not able to mention other possible jobs like, graphic designers, information officer, and photographer.

Table 4. Perceived prospective jobs of a development communication graduate

| PROSPECTIVE JOBS | FREQUENCY | PERCENTAGE (%) |
|--------------------------|-----------|----------------|
| Journalist | 47 | 100 |
| Teacher | 42 | 89.36 |
| Researchers | 41 | 87.23 |
| TV and radio personality | 35 | 74.46 |
| Extentionist | 25 | 53.19 |
| Call agent | 15 | 31.91 |
| Receptionist | 5 | 10.63 |

Multiple response



Perceptions on Weaknesses of Development Communication Students

Table 5 shows the weaknesses of the Development Communication students as observed by the respondents. Coming to school late has the highest percentage (59.57 percent) while being boastful has the lowest (4.26 percent). Seventeen (36.17 percent) among the respondents said that BSDC students are poor in self-expression construction. Other weaknesses as observed and perceived by the respondents are being noisy or talkative, give less importance to their technical subject and impatient.

Table 5. Perceived weaknesses of development communication students

| PERCEIVED WEAKNESSES | FREQUENCY | PERCENTAGE (%) |
|--|-----------|----------------|
| Comes to school late | 28 | 59.57 |
| Poor in self-expression | 18 | 38.29 |
| Noisy/talkative | 8 | 17.02 |
| Impatient | 5 | 10.63 |
| They give less importance on their technical subject | 5 | 10.63 |
| Boastful | 2 | 4.25 |

Multiple response

Perceptions on Strengths of Development Communication Students

The strength of the BSDC students as observed and perceived by the respondents are shown in Table 6. Nine among the respondents (19.14 percent) said that BSDC students are good in participation. Good in academics and strong unity have both



Table 6. Perceived strengths of development communication students

| PERCIEVED STRENGTHS | FREQUENCY | PERCENTAGE (%) |
|-----------------------|-----------|----------------|
| Active | 45 | 95.74 |
| Expressive | 13 | 27.65 |
| Artistic/Creative | 13 | 27.65 |
| Jolly | 11 | 14.87 |
| Sociable | 10 | 21.27 |
| Good in Academic | 10 | 21.27 |
| United | 10 | 21.27 |
| Good in Participation | 9 | 19.14 |

Multiple response

21.27 percent. Others said that they are expressive in what they feel, artistic, jolly, and being sociable.

BSDC students once won in a cheering competition during university intramural. Other awards gained were, photojournalist champion by Filmore Awas and Romulo Bagacina, news writer of the year by Jacqueline Salazar, sports writer by Lambert Henry Degsi , feature writing by Lou Franz Mula and others.



General Perceptions of the Respondents on BSDC Students

Perceptions of the respondents on BSDC students are shown in Table 7. Ten among the respondents (21.27 percent) said that students of the course need an improvement in both written and oral communication, while 2.12 percent said that students should be the forefront of excellence for the course is under the College of Agriculture which is Benguet State University's center of excellence, thus, BSDC should be responsible in promoting every development. This has the same percentage with that of students is more particular on how they dress. Other respondents said that BSDC students have the unity, they are capable, they are good and active while other said that students of Development Communication are not humble.

Table 7. General perception of the respondents on the BSDC students

| PERCEPTION | FREQUENCY | PERCENTAGE (%) |
|--|-----------|----------------|
| Needs Improvement in both written and oral communication | 10 | 21.27 |
| Sociable | 8 | 17.02 |
| United | 6 | 12.76 |
| Boastful | 6 | 12.76 |
| Good and active | 5 | 10.63 |
| Capable on their future job | 2 | 8.51 |
| Appearance- conscious | 1 | 2.12 |
| Should be the forefront of excellence | 1 | 2.12 |

Multiple response



Perceived Academic Performance of the BSDC Students

The academic Performance of the BSDC students is shown in Table 8. More than half of the respondents rated BSDC students as very good in their academic performance. Twenty (42.56 percent) said that Dev Com students are good while two (4.56 percent) rates under excellent.

In relation to this, the BSDC students excel in different ways. The Development Communication Society (DCS) was awarded TAYO (Ten Outstanding Youth Organization) in 2005, headed by Betty Listino, Christin Sidchogan, Corazon Pagaduan and Filmore Awas. Also there were Ten Outstanding Students of the Philippines, (TOSP) awardees, among them: Betty Listino, Antoinette A. Kindipan, and Filmore Awas.

Table 8. Academic performance of the BSDC students as perceived by the respondents

| RATING | FREQUENCY | PERCENTAGE (%) |
|-----------|-----------|----------------|
| Excellent | 2 | 4.46 |
| Very Good | 25 | 53.19 |
| Good | 20 | 42.56 |

Respondents' Perceived Skills of the BSDC Students

As presented in Table 9, twelve out of the 47 respondents said that BSDC students are good in designing that made them artistic. Being good speaker and good in computer works (Photoshop, adobe, power point etc) have the same percentage which is



Table 9. Perceived skills of the BSDC students

| PERCEIVED SKILLS | FREQUENCY | PERCENTAGE (%) |
|--------------------|-----------|----------------|
| Artistic | 12 | 25.53 |
| Good Speaker | 11 | 23.40 |
| Computer Literated | 11 | 23.40 |
| Writer | 10 | 21.46 |
| Theater Organizer | 6 | 12.78 |
| No Answer | 6 | 12.78 |

Multiple response

23.40 percent. Other skills according to the respondents are good theater organizer and performer while six of the respondents did not answer.

Expectations of the Respondents

Table 10 presents the general expectations of the respondents from BSDC students. Ten of the respondents expected the students to be attentive; eight said that students should be computer literate while one expects students to possess well-rounded personality and to listen for good advice. Some said that they are expecting the BSDC students to be excellent in constructing sentence and in communication, be flexible and be patient.



Table 10. Expectations of the respondents to the BSDC students

| EXPECTATIONS | FREQUENCY | PERCENTAGE (%) |
|-----------------------------------|-----------|----------------|
| Attentive | 10 | 21.36 |
| Computer Literate | 8 | 17.02 |
| Excellent in Communication | 7 | 14.87 |
| Excellent in Sentence contraction | 7 | 14.87 |
| Patient | 5 | 10.63 |
| Listen to Good Advice | 3 | 6.37 |
| Maximize their Talents | 3 | 6.37 |
| Be Fair in Relating Information | 3 | 6.37 |
| Posses well-rounded personality | 1 | 2.12 |
| Flexible | 1 | 2.12 |



SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The study was conducted at Benguet State University (BSU) to characterize the respondents, determine the perception of the BSU faculty members on Development Communication as a concept and as a course, identify the perceived jobs of the Dev Com students, determine how the faculty members perceive the academic performance and determine their expectation to the Dev Com students. Also to determine the perceived strengths and weaknesses and likewise to enumerate the perceived skills of the BSDC students.

An interview schedule was used to gather the needed information from the 47 respondents. The respondents are taken as the 30 percent of the over all total of the faculty members of College of Agriculture (22) and college of Arts and Sciences.

Most of the respondents belonged to the age bracket 41-50. Majority were married and females.

The respondents have different definitions of Development Communication. Ten of the respondents defined it as a way of relating new researches, others said that it is a way of dealing with rural people to promote development and it is a media that focuses communication on the advancement of technology.

The respondents perceived that Development Communication is the same as Mass Communication. Others said that it is a way to update everybody in relation to their field, while 13 claimed that they are not well-informed regarding the course.



BSDC students need an improvement both in oral and written communication. They are perceived as sociable, united and boastful are the general perception of the respondents to the BSDC students.

Majority of the respondents are very good in their academic performance as rated the respondents.

Being artistic, good speaker and computer literate are some of the skills of the BSDC students as enumerated by the respondents.

On the other hand, the respondents expected the BSDC students to be attentive computer literate and excellent in communication.

Coming to school late, being noisy, poor in self-expression through writing are some of the weaknesses of the BSDC students as observed by the respondents.

Being active, strong unity, being artistic and sociable are some of the perceived strengths.

Conclusions

Based on the findings of the study, the following conclusions are derived:

1. The respondents of the study who were faculty members of College of Agriculture and College were married and some were single, handled and presently handling Dev Com students.
2. Though the respondents have different definitions on Development Communication, they have closely related answer to its specific definition.
3. The respondents have different perception on Development Communication as a course.



4. Some of the respondents are not well-informed regarding the course, thus, they lack knowledge, for the respondents claimed that they are not informed and they still do not know the program.
5. Majority of the BSDC students are very good on their academic performance as rated by the respondents.

Recommendations

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

1. There is a need for an information campaign about the course for many of the respondents are not well-informed regarding the course.
2. Since the study limited its respondents on the Faculty Members, another study having the students as its respondents should be conducted.
3. Students of Dev Com should give importance on their technical subjects.
4. Students should be on time in attending their class.



LITERATURE CITED

BUYAGAN, J. C. 2003. Perceptions and Attitudes of Vegetable Farmers Towards DACharm On-the-air in Taba-an Sur, Benguet. BS Thesis. Benguet State University, La Trinidad, Benguet. P. 5.

JAMIAS, J. C. 1975. Readings in Development Communication. Department of Development Communication, College of Agriculture. University of the Philippines, Los Banos. P. 15.

PETERSON, C. 2003. Development Communication. Retrieved September 18, 2006 from <http://www.museum.tv/archives/etv/DhtmlD/developmentc.htm>

POCDO, M. S. 2003. Attitudes and Perceptions of Farmers on BSU on-the-air in Barangay Pacso, Kabayan, Benguet. BS Thesis. Benguet State University, La Trinidad, Benguet. P. 5.

QUEBRAL, N. 1988. Development Communication. College of Agriculture, University of the Philippines. Los Banos, Laguna. Pp. 28 - 29.

WIKIPEDIA, A. 2006 WWW Survey. Retrieved. September 22, 2006. from http://en.wikipedia.org/wiki/Development_Communication.



APPENDIX: INTERVIEW SCHEDULE

A. Respondent's Profile

1. Name (optional) _____

2. Age _____

3. Sex

_____ male

_____ female

4. Civil status

_____ single

_____ married

5. Subject taught

7. College

_____ College of Arts and Sciences

_____ College of Agriculture



B. Perception of Respondents

1. What to you is Development Communication?

_____.

2. As a course, what do you know about Bachelor of Science in Development Communication?



C. Perceived Jobs of a Dev Com graduate

1. What do you think are the jobs suitable to a Dev Com graduate?

D. Perceived academic performance of Dev Com Students

1. What do you think are the weaknesses of a Dev Com student?

2. What do you think are their strengths?

3. In general, what are your perceptions to the Dev Com students?

4. How do you rate a Dev Com student on their academic performance?

- _____excellent
- _____very good
- _____good
- _____poor



E. Expectations of Faculty Members to the DevCom students

1. What do you think are the skills of a Dev Com Student?

2. In general, what are your expectations to the Dev Com students?

