



BRIDGING THE GAP ON ENROLLMENT RATE THROUGH INTENSIVE AND INTEGRATED MARKETING APPROACH: BASIS FOR ENHANCED SCHOOL IMPROVEMENT PLAN (SIP)

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Article history:	Abstract:
<p>Received: March 17th 2021 Accepted: March 30th 2021 Published: April 18th 2021</p>	<p>Most people hear the very famous phrase, "The youth are the hopes of tomorrow." Everybody anticipates it becoming a reality. Surely, possibilities are great if academic leaders who lead institutions will pave the way to opportunities for these "hopes" we call "youth." School heads have direct responsibility on learners' academic success. As such, it is part of that responsibility to make the learners interested and enroll in the school.</p> <p>This study focuses on the effectiveness of I-I marketing approach on learners' level of expectation and enrollment rate as a basis of proposed enhanced school improvement plan (SIP). Descriptive questionnaire and interview guide questionnaires were utilized as instruments. Qualitative and quantitative research methods were used to collect the necessary data in analyzing the effectiveness of intensive and integrated marketing strategies. The respondents were purposively selected for the experimental and control groups (n=60; 25 males and 35 females). Findings from this study revealed that I-I marketing approach was effective. Findings indicate that prior to the intervention, pre-assessment results of the experimental and control groups show that both groups have the same level of expectation but after the given intervention, both groups improved their level of expectation (t-value 8.86 > critical value 1.67; p-value < a=0.05). Thus, the experimental group got much higher mean percentage than the control group. Further, I-I marketing approach helped the school improved the enrolment rate into 308% and was confirmed effective. Focus group discussion revealed that the school provides positive environment, quality education, and competent teachers. Thus, I-I marketing approach encouraged learners to enroll and develop the sense of trust to the school.</p>

Keywords: Intensive-integrated marketing approach, enrollment rate, marketing approach, school improvement plan, marketing video, counseling, community mapping, orientation

I. INTRODUCTION

Most people hear the very famous phrase, "The youth are the hopes of tomorrow." Everybody anticipates it becoming a reality. Surely, possibilities are great if adults who lead institutions will pave the way to opportunities for these "hopes" we call "youth." Thus, it becomes the adults' moral obligation to bring every youth to school and continue his/her education. Academic leaders like school heads have direct responsibility on learners' academic success. As such, it is part of that responsibility to make the learners interested and enroll in the school.

Classroom without desired number of learners is like a school without leader. This is indicative of the quality of the leaders' school management as plotted against the principle of strong school management. In the context of management, Go and Escareal-Go (2010) mentioned that "marketing is a part of the four key management functions" (p. 46). Thus, however sound the marketing strategy is, it cannot guarantee satisfying results. In a school setting, it requires commitment from the people tasked to implement the strategies. For without commitment, it is doomed to fail. Hence, the genuineness of collaboration in leadership and governance are expected to be observed. Leadership and governance are the tasks that require time and effort in planning. Once the possible threats to the smooth

flowing governance in the school have been identified, as Asor (2009) suggested, there must be an immediate execution of the plan to address all the factors that might affect what have been planned for- in the course of this study, materializing the marketing plan to increase the enrollment rate.

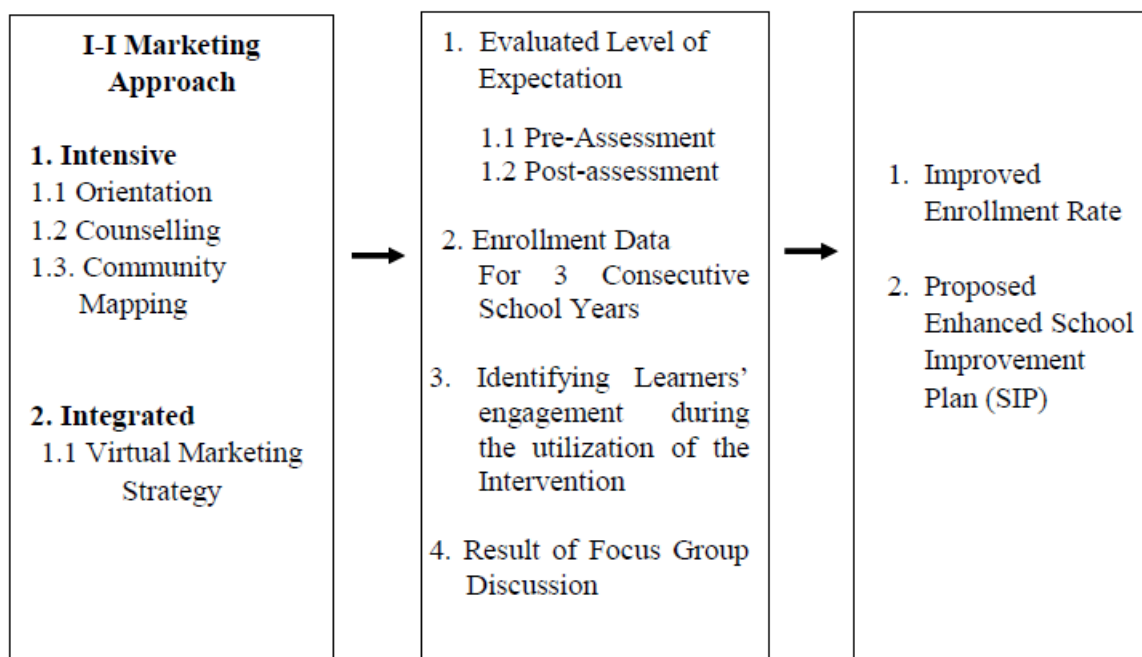
Marketing approach is the major concern of this study in sustaining the desired number of enrollees in any public school in the Department of Education. It is unquestionably observable that most learners would like to enroll in the private schools due to varied factors like resources and logistics such as proper ventilation, unique and updated style of school uniform, centralized Wi-Fi zone and air-conditioned classrooms among others which are not usually available in most public schools. Also, the influence of peers and teachers were prevalent (Generelao et al., 2018).

In lieu of data presented, school heads must take actions to resolve the identified issues and concerns within the boundary of his/her governance. In the principles of risk management, Medina (2010) highlighted that "it is important to have organized strategy in protecting and conserving assets and people" (210). With this, the researchers believe that I-I marketing approach was the immediate answer to the problem of decreasing enrollment rate of the school.

Along this premise, the researchers considered the learners' real situations and dilemmas in choosing which school they want to enroll for their Senior High School. Santos et al. (2014) mentioned that "The help cannot be effective unless the school knows the problem faced by each learner," (p. 3). Beside the fact that learners nowadays make decisions based on the external contributions of others like parents and teachers, the school still has to extend effort in helping them initiate the steps from Junior to Senior High School. It is therefore, that greater attention has been considered by the researchers through intensive and integrated marketing approach.

In this study, the researchers would like to see if I-I- marketing approach could help the public school increase its enrollment rate in the Senior High School for the school year 2018-2019.

Figure I illustrates the conceptual framework in the study. In this figure, variables are group into input, process, and output.



It can be seen in figure (1) that input comprises the intensive and integrated marketing approach such as orientation, counseling, community mapping, and virtual marketing strategy. These marketing strategies serve as predictors of enrolment rate as illustrated in process. The findings of the study used to improve the enrolment rate and proposed enhance school improvement plan in public schools.

2. MATERIAL AND METHODS

2.1 Design and Population

The study utilized explanatory sequential mixed research design where both quantitative and qualitative data were collected. The researchers conducted quasi-experimental study by using intensive and integrated marketing approach to improve the enrolment rate of the public school. There were 526 learners who exposed to the intervention and 600 learners in the conventional marketing approach. A total of 1,126 population of learners participated to the conduct of the study. They were selected using purposive sampling technique.

Table 1
Distribution of Respondents of the Study

Group	School	Population (Grade 10)	ΣAge	Sex Male	Female	Sample	%
Experimental	School A	526	15.87	11	19	30	5.70%
Control	School B	600	15.90	14	16	30	5.00%
TOTAL		1,126		25	35	90	5.35%

2.2 Instruments

To determine the learners’ level of expectation in Senior High School for the school year 2018-2019, Intensive and Integrated Survey Questionnaire was constructed by the researchers and validated by the selected guidance counselors through face and content validations. It measures learners’ beliefs or perceptions about enrolling in Senior High School. It consists of thirty (30) statements which best describe learners’ level of expectation to public school.

2.3 Statistical Treatment

In analyzing the pre-assessment and post-assessment scores of the respondents, mean, frequency, and percentage were used. To see if there was a significant difference between their pre-assessment and post-assessment results prior and after the utilization of intensive and integrated marketing approach, independent t-test was utilized. Also, focus group discussion was conducted to get their most common responses in the interview guide questions given, the collected qualitative data was analyzed using thematic analysis.

3. RESULTS

3.1 Independent t-test Analysis

t-test of independent mean was used to see the significant difference between the level of expectation of the experimental group and control group in the pre-assessment and post-assessment. The mean score of the experimental group in pre-assessment was 1.88 and 4.40 in the post-assessment with the mean gain of 2.53, while the control group got a mean score of 1.86 in pre-assessment and 3.26 in post-assessment with the total mean gain of 1.40. There was a mean difference of 0.01 in the level of expectation of the experimental group and control group during the pre-assessment and a mean difference of 1.66 in the post-assessment. Further, the computed t value of 8.86 is greater than the obtained critical value of 1.67 and the acquired P- value is less than the alpha level of 0.05 (P<0.05). These findings show that there is a significant difference between the level of expectation of the experimental group and control group considering the results of pre-assessment and post-assessment. It signifies that the intensive and integrated strategies through I-I marketing approach was successful and proven effective in increasing the number of enrollees. Therefore, the hypothesis that there is a significant difference between the level of expectation of the learners exposed to I-I marketing approach and those introduced with the conventional marketing approach was accepted. The t-test results were based on the chosen alpha of 0.05% level of significance. Both the internal and external threats of the study were controlled. The study was not extended beyond the calendar schedule of the study.

Table 4

Difference between the Level of Expectation in Senior High School of the Respondents based Pre- assessment and Post- assessment

Level of Expectation	Mean Experimental	Mean Control	Mean difference	Critical Value	Computed t Value	Df	Level of Significance
Pre-assessment	1.87	1.86	0.01		0.14		P> 0.05 Significant
Post-assessment	4.40	3.26	1.66	1.67	8.86	56	P< 0.05 Significant
Mean Gain	2.53	1.40					

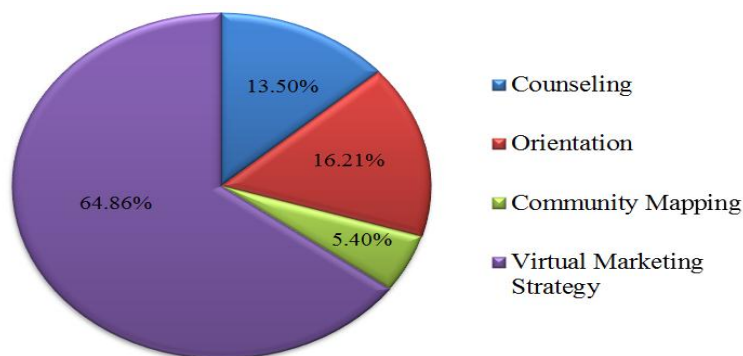
3.2 Thematic Analysis

Focus group discussion was conducted among the purposively selected learners, parents, and teachers. Participants gave common responses that learners’ decision relies on peers’ and parents’ decision in choosing which school they will enroll in Senior High School. Interview also reflected that most learners in the public schools prefer to enroll in the private schools due to some extrinsic reinforcements like free books, Wi Fi connectivity, commendable facilities and laboratories, or free school uniforms as part of Senior High School freebies. Moreover, participants expressed that they want to enroll in the public schools due to quality education, distance to their residence, family resources, teachers’ competencies, school positive environment, and DepEd Policy.

Table 5
Respondents’ Responses to Qualitative Questions during Focus-Group Discussion

Code	Theme
Quality Education	Teachers’ mastery with the subject, teaching style, teaching quality, and learners’ creative outputs
Distance	Practicality to enroll in the nearest school, walking distance, less expenses to transportation, avoids traffic and parents’ decision,
Financial Reason	Problem in daily allowances, less expenses and costs of foods, free access to books, want to save, financial constraint
Teachers’ Competence	Uses ICT-Based instruction, teachers’ qualification, teachers’ positive attitude to learners, trust to the teachers, teaching styles
School’s Environment	Positive Friendly and disciplined learners in Senior High School, approachable teachers, supportive principal, kind and good teachers
DepEd Policy	No collection policy, teachers attended seminars and mass training,

Further, it shows that through counselling, the school encouraged 5 or 13.50%, orientation invited 6 or 16.21%, community mapping stimulated 2 or 5.40%, and among the intensive and integrated strategies, only virtual marketing persuaded 24 or 64.86% out of 37 enrolled learners in grade 11 during school year 2018-2019. Therefore, virtual marketing strategy was the most effective and efficient among the strategies under I-I marketing approach. Thus, enhanced school improvement plan was proposed to continuously improve the enrolment rate in Senior High School in the public schools.



3.3 Proposed Enhanced School Improvement Plan in the Public Schools

The findings of the study were used to propose the enhanced school improvement plan necessary to improve the enrolment rate in every public school in the country. Thematic areas like Access, Quality, Governance, and Partnership were included in the proposed program.

ENHANCED SCHOOL IMPROVEMENT PLAN
S.Y. 2019-2020, S.Y. 2020-2021, S.Y. 2021-2022

THEMATIC AREAS	OBJECTIVES	KRAs	Performance Indicators				Strategies	Programs	Activities	Tasks	Resources			Time Frame
			Baseline	Year 1	Year 2	Year 3					People	Physical	Pesos	
A C C E S S	To increase number of school population JHS by 6% within 3 years	Increased Enrollment	2319	2365	2411	2457	Advocacy campaign, distribution of flyers, posting of announcement / tarpaulins / caravan	Education for All MOLAC	Conduct advocacy campaign Seek assistance from barangay to locate school-aged children and OST	SH will prepare the advocacy plan for the campaign Teachers will conduct child mapping and coordinate with barangay officials	SH Teachers Barangay Chairman, Barangay Coordinator / In-charge In Education, Volunteers, Parents, Students, Community members	Tarpaulins / Flyers / Posters	MOOE	April 2019 - May 2021
	To conduct intensive and integrated marketing strategies in increasing or maintaining the enrollment rate in SHS within 3 years	Increased / Maintained Enrollment	48	55	60	65	Virtual Marketing Community Mapping Counseling Orientation	Career Service: I-I Marketing Approach	Conduct career services through parents and learners orientation and counseling, play virtual marketing and seek assistance from barangay to strengthen the community mapping	SHS teachers will execute the strategies under I-I marketing approach and coordinate with the learners, parents and advisers of grade 10.	SH SHS Teachers Parents Guidance Advocate	Fliers Tarpaulins Video Photos		May 2019 - May 2021

Q U A L I T Y	To enhance teaching competencies of teachers to improve instruction in all learning areas, From 2 - 4 of the total number of teachers within a year and capacitate them with positive work attitude and values	Level of teachers performance	2 out of total no. of teachers need	100% of the target no. of teachers	Sustained	Sustained	Capacity Building / Seminars / Workshops / Trainings / SLACS / LACS / INSETs / GAD	Guo, at ang K-12 Kurikulum	Seminars / Trainings / Workshop on content-based instruction Intensive classroom observations and Peer teaching Coaching and mentoring Clinical Supervision and Monitoring Conduct seminars / workshops on work ethics and moral recovery values reformation	SH- observes SH- monitors, supervises and evaluates Teachers Comply	SH Subject area Coordinators, Teachers	RPMS-PPST Teacher-made SIM / Action Researches	MOOE	June 2019 to October 2021
	To improve academic performance of Learners based in MPS from 50 to 80 in each curriculum subject per quarter within three years.	Level of Academic Performance	50	60	70	80	Monitoring of Summative Test Results per quarter and Daily Attendance of Learners - Application of 3R (Reasses, Reteach, Reevaluate)	Achieve High	Submission of quarterly Test Results Remedial Classes on Least Learned Items Home Visits Attend Leadership Seminars / Training / Workshops Participate in Work Related Seminar / Trainings / Workshops	Subject Teachers submit Periodic Test Results with Action Plan on Remedial Classes and List of Concerned Learners and accomplishment Report at the end of each quarter	School Head -Subject Teachers -Class Advisers -Curriculum Chairs -Subject Coordinators	Activity Sheets Portfolios of Concerned Learners		August 2019 to March 2021
	To hone knowledge and skills of non-teaching personnel from 65 - 95 within three years	Level of Performance	65	75	85	95	Monitoring on Accomplishment of Work Related Tasks Checking and Recording of Punctuality and submission of Reports / Narrative Accomplishment Report on Seminar / Trainings attended / LAC on attended Seminars / Trainings	Perform High	School Administrator and Staff attend Seminars / Trainings / Workshops on work related task	SH- observes SH- monitors, supervises and evaluates Teachers Comply	School Administrator and Staff attend Seminars / Trainings / Workshops on work related task	Registrar ADAS II ADAS III	Authority to Travel Memos	

G O V E R N A N C E	1. To increase stakeholders' participation from 50% to 80% within 3 years.	Level of participation	50% of stakeholders participated	60% of stakeholders participated	70% of stakeholders participated	80% of stakeholders participated	Develop strong linkages with all stakeholders	Brigada Eskwela SBM	Regular meeting / assembly Giving recognition Inviting stakeholders in all school activities	TWC-prepare invitation, Cert of Recognition and Program	All teachers SH PTA officers	Letter of invitation		April 2019 to March 2021
	2. To manage waste disposal effectively To intensify the 3R's of waste management	Level of participation	50% of stakeholders participated	60% of stakeholders participated	75% of stakeholders participated	90% of stakeholders participated	Seminar/ workshop	May Peta sa Bayan	Workshop on Recycling waste /discarded materials Solid waste Management Seminars and recycle Seminars	SH invites resource speakers on solid waste management and Recycling and Parenting	All teachers SH PTA officers Parents Learners HOA Bry. Representative Resource Speakers	Led TV projector Laptop Slides on waste management/ Discarded materials for recycling Art Materials		Second to Third Quarter
P A R T N E R S H I P	1. To provide trainings on emergency awareness and preparedness of stakeholders	Level of emergency awareness and preparedness Level of participation	50% of stakeholders participated	60% of stakeholders participated	75% of stakeholders participated	90% of stakeholders participated	Seminar/ workshop	Lungsod ng Marikina	Trainings on emergency awareness and preparedness	SH invites resource speakers				April 2019 - March 2021
	2. Provide 200 armchairs for learners	Level of preparedness	LGUs	LGUs, NGOs,	LGUs, NGOs, Alumni,	LGUs, NGOs, Alumni, Private Sectors	Request letters	Adopt-A-School Program	Provide request letter	SH and Adopt-A-School Coordinator Distributing request letter and to scout prospective donors /sponsors	SH Adopt-A-School Coordinator/ All teachers	Request letter		
	3. Create unique and innovative community-friendly partnerships to improve academic and co-curricular results.	Community Linkages	LGUs	LGUs, NGOs, Alumni Private sectors	Sustained	Sustained	Strengthen Partnerships with Stakeholders	Adopt-A-School Program	Discuss with partners accomplishments and needs of the school to solicit support	SH reports the accomplishments of the school	SH Teachers Parents LGU NGOs Alumni Private sectors	Letter of Invitation		April 2019 - March 2021

4. DISCUSSION

The salient results of the study showed that prior to the intervention, pre-assessment results of the experimental and control groups showed that both groups had almost the same level of expectation which was verbally interpreted as "Low". After the utilization of the intervention, both the experimental group and control group had improved their level of expectation. Comparing the mean scores of the experimental group and control group in the post-assessment, the experimental group using the intensive and integrated marketing approach gained much higher mean percentage in their level of expectation which was verbally interpreted as "Very High." This means that there was a significant difference to the level of expectation of the learners exposed to intensive and integrated marketing approach and it helped the school improved the enrollment rate into 308% and was proven effective. Also, most of the participants during focus group discussion revealed that public school provides quality education, teachers are competent with positive attitude and have good classroom management. Further, among the strategies under intensive and integrated marketing approach, virtual marketing strategy gave greater impact to the improvement of enrollment rate during the school year 2018-2019 and was proven efficient and effective. The results of the study proved the findings of Talbart (2012) that academic leaders like principals offered many strategies for increasing the enrollment rate of the school.

The researchers concluded that utilizing the intensive and integrated marketing approach helped learners unlock their level of expectation in Senior High School to the public school. It was effective in improving the enrollment rate of the school. Under intensive and integrated marketing approach, virtual marketing strategy found to be more effective and efficient in encouraging learners to enroll in certain school. Hence, public school provides quality education through competent instruction using 21st century approaches, positive discipline, and classroom management and administrators play crucial role in learners' motivation to enroll in the school. They create positive learning atmosphere and enhance motivation among grade 10 learners to choose public school as an avenue of their journey in Senior High School. With this, the researchers encouraged all public schools to use intensive and integrated marketing approach specifically the virtual marketing strategy in improving their enrollment rate.

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