

EDUCATIONAL PUBLIC RELATIONS AND SCHOOL PERFORMANCE INDICATORS: A CORRELATIONAL STUDY

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ABSTRACT

The main purpose of the study was to determine how educational public relations – internal communications, external communications, marketing/brand communications and crisis communications influence the school performance indicators – physical facilities, cohort survival rate and academic achievement in the District of Veruela, Veruela, Agusan del Sur for school year 2023-2024. Utilizing the descriptive quantitative which applied correlational research design, this study sought to find out the relationship of the two variables. The study used an adapted instrument for educational public relations and a researcher-made school performance indicators: physical facilities. The educational public relations questionnaire was a 21-item questionnaire and the school performance indicator: physical facilities was a 5-item questionnaire. The study found that the level of the school's educational public relations has an overall mean of 4.2 described as high, the level of the school performance indicator in terms of Physical Facilities is high with a mean of 4.0, the overall cohort survival rate of the five respondent schools is in the average level, all respondents' schools have the quality index of nearing mastery on the academic achievement. There was a significant relationship between school performance indicator in terms of cohort survival rate and educational public relations in terms of crisis communications

Keyword: Educational Public Relations, School Performance Indicators, Correlational Research Design, Veruela, Agusan del Sur

1. INTRODUCTION

Educational public relations is all about the planned and deliberate management of an organization intended to support and heighten its operations. It anchors on two-way transparent communication that involves engaging stakeholders; including internal and external publics aimed at making them comprehend the organization's roles and objectives, its achievements, and necessities (Hoyt, 2023). Every person involved in education has a special role to play and can contribute to achieving educational objectives. When stakeholders work together towards educational goals, success is inevitable.

In the study of Amon (2018) in Oklahoma, USA, it was revealed that schools actively communicate with their communities to promote both local and global education, and the messages they share are well-received by those involved. The superintendent plays a key role in overseeing public relations, which in turn influences the school staff. While one-on-one communication is highly effective, utilizing a variety of communication channels allows schools to connect with a wider audience. To promote trust and cooperation, schools should communicate in an accurate, prompt and consistent manner with their publics.

Salvador (2017) checked what advantage educational public relations serve in handling basic education in the Philippine system. The research examined the significance of educational public relations in fostering connections between schools and their stakeholders, as well as in enhancing the favorable reputation of the education sector. Educational public relations is very important in the most basic educational system of the

Philippines as proved by the results; therefore, it is vital for experts to improve on their skills and knowledge in order to make their work effective.

Another research was carried out to examine how educational public relations impact the Philippines' K-12 education reform efforts. Specifically, it focused on enhancing community involvement and promoting social responsibility among students. Results showed that schools incorporating educational public relations in their programs can inspire students to be more socially conscious and accountable, fostering a strong sense of civic duty and commitment to serving other (Ebrada, 2019).

Locally, there are not enough staff members in Veruela's schools assigned to educational public relations. This lack of coordination in sharing achievements and progress is making some people feel disconnected from the school and community. Better communication is needed to improve partnerships, and it should be a priority in developing school improvement plans. And upon thorough review, similar studies were found globally and in some parts of the Philippines, however, there were less that were conducted locally. The researcher used contextualized instrument and conducted the study in a rural area. Thus, this study is important in the body of knowledge.

By conducting the study on the correlation of Educational Public Relations and School Performance Indicators in the schools of the District of Veruela, Agusan del Sur, the result provided insights to enhance current situation especially after experiencing the pandemic. Through good educational public relations, the school's administrator can coordinate the various interventions necessary for enhancing the quality of education and services on offer to its students and other community stakeholders. Internal stakeholders can reflect on their current communication strategies and improve strategic communication plans to improve community rapport.

1.1 Research Questions

The main purpose of the study was to determine how educational public relations influence the school performance indicators in the District of Veruela, Veruela Agusan del Sur for school year 2023-2024. Specifically, the study aimed to answer the following questions:

1. What is the level of the school's educational public relations in terms of:
 - 1.1 internal communications,
 - 1.2 external communications,
 - 1.3 marketing/brand communications, and
 - 1.4 crisis communication?
2. What is the level of the school performance indicators in terms of:
 - 2.1 physical facilities,
 - 2.2 cohort survival rate, and
 - 2.3 academic achievement?
3. Is the level of school improvement associated with the level of educational public relations in terms of:
 - 3.1 internal communications,
 - 3.2 external communications,
 - 3.3 marketing/brand communications, and
 - 3.4 crisis communication?

2. LITERATURE REVIEW

The literature relevant to this study is focused on researches and studies of educational public relations and its effects on the school performance indicators.

Educational Public Relations. Rather than passing along information, school public relations are more about creating relationships and encouraging participation between schools and the public. A good public relations strategy for schools creates value by offering people useful information – rather than the mere provision of the kind of knowledge which they may already possess concerning the operations of a school. Good public relations require schools to solicit information as much as disseminate it, and for them to receive information as much as they share it. There are many adults who do not act as partners by actively taking part in these schools even though they work

closely together with public schools. Elderly individuals frequently oppose funding initiatives for schools, economically disadvantaged adults may not feel invested in the system, and parents of students attending private schools may prefer not to contribute to public education. The truth is such that the power to create a positive impact on student achievement as well as community welfare is vested in each voter. An astute public relations approach avails a presentation of mutual benefits derived from their backing (Carlsmith & Railsback, 2001).

Internal Communications. Internal communication serves to share information within an organization, whether it's about casual events like a holiday party or more serious topics like financial reviews. Building a cohesive internal team with a shared vision is crucial for achieving positive results. Recognizing staff motivations and concerns is key to crafting effective communications. Additionally, selecting the appropriate communication channels is essential for successful interactions (Grey, 2019).

External Communications. The participation of parents in a child's learning has significant implications of a child's learning. This is why it is important for schools to collaborate with parents. For parents who have information on their child's education-related issues, this allows them to successfully help them with such areas like settling into new environments, following daily schedules, or doing assignments. These benefits extend beyond just academic progress, as a student's overall development is influenced by the quality of the relationship between parents and teachers. Effective communication between home and school can boost students' confidence and sense of value within their learning environment, leading to improved attendance and a greater passion for learning, supported by both parents and teachers (Hawthorne, 2022).

Marketing/Brand Communications. Educational public relations plays a crucial role in the education sector by spreading information about admissions, placements, events, crisis, and other activities. Establishing strong connections with the community helps build customer loyalty. Working with local stakeholders and leaders enhances your reputation and impact. A well-thought-out education-focused public relations strategy helps to draw in more people through positive word-of-mouth, while also ensuring that your school's needs are considered in local decision-making processes. Additionally, it can aid in fundraising efforts and seeking donations by increasing visibility through PR activities, which in turn makes it easier to appeal to individuals, businesses, and government entities for support (Srymedia, 2022).

Crisis Communications. Being prepared for a major occurrence that may damage the image of an institution, its stakeholders or the society is all what educational public relations crisis management is all about. During a crisis, it is most important for those who work in public relations for schools to include every relevant stakeholder; understand possible feedback and risks involved. This will also involve all other aspects concerning this problem. The contributions that are expected from these professionals such as writing press releases or arranging interviews with media houses will also change depending on the type of audience that needs to be convinced (students vs teachers). A good crisis response plan should include the first message to be shared. Although it is important to have a crisis communication strategy, it is just important to know how to respond when disaster strikes (Marta, 2023).

Physical Facilities. The condition of school buildings can affect how well students learn. When students feel comfortable in their classrooms, they are more focused, more likely to come to school, and less likely to get sick. This all stems from having classrooms with good ventilation, proper lighting, and regular cleaning. Students who are able to concentrate without any distractions are able to pay better attention and remember more information. The same goes for teachers - when they can focus on teaching without being bothered by noise or discomfort, they can give their full attention to the students. When teachers work in a safe, healthy, and comfortable environment, they are more likely to enjoy their day and this positivity can positively impact their students. School facilities play a crucial role in this, as good conditions can help retain experienced teachers and attract new qualified ones, ultimately leading to better educational outcomes (Sitelogiq, 2023).

Cohort Survival Rate. The cohort survival rate of students in a class may be dependent on a variety of issues such as poverty levels, access to health care services, nearness to campuses, eagerness to learn, and support to help keep students in school. This study has shown that the primary reason for a low cohort survival rate in the province is poverty, along with the national government's failure to build more schools in key areas. The national government still has the responsibility for building school structures instead of giving it to Local Government Units. Under the Local Government Code, the money from the Special Education Fund was often utilized in hiring

teachers whose salaries were meant to stay within the locality for the betterment of human resource. These teachers are employed as local teachers until a full-time teaching vacancy is available. Lack of proper meals for breakfast and lunch pushes students away from schools because of rural poverty incessantly. Hunger constantly hinders their academic aspirations, especially at the elementary level. While they may start off well in Grades I and II, many do not continue to Grades III and IV because of poverty. It is crucial to enhance nutrition for schoolchildren to encourage school attendance and completion (Cagape, 2009).

Academic Achievement. Success for students goes beyond just academics; it also encompasses achievements in culture and arts. School principals play a vital role in fostering this success. Their influence is crucial in guiding teachers, students, staff, and even parents towards the common goal of student success. Principals have the power to impact all stakeholders within their school community, ensuring positive outcomes for students. Due to the effective leadership qualities of the principal, teachers and students in a school can realize great achievements in learning. Consequently, while the attributes of school principals as captains may vary, they are united in their aim of making sure that all learners become successful in their academics as well as vocational skills (Çetin, et al., 2021). According to a study by Akomolafe and Adesua (2016), this study finds that better resources such as good physical facilities, teachers and materials should be supplied by the government to encourage students getting more involved in academic work. And this is because the quality of physical facilities is linked to students' motivation and academic achievement. Allocating funds must be done with an aim of creating a good environment in public schools for both teaching and learning thereby enhance increased overall academic achievement by students.

3. METHODOLOGY

3.1 Research Design

The study utilized descriptive-correlational research design. According to McCombes (2022), descriptive research is intended to give a description of the population, situation or phenomenon with accuracy and in a systematic manner and correlational research design deals with relationships between variables without the researcher's interference or manipulation. This shows the strength and/ or direction of relationship between two or more variables and it can be positive or negative (Bhandari, 2022).

3.2 Research Locale

This research took place at the high school in Veruela municipality in Agusan del Sur. Veruela is the oldest town in Agusan del Sur located at the upper part of the region. The word Veruela came from "virus", as smallpox, cholera and other diseases ravaged the whole area when Spanish missionaries found a tribe in the late 18th century. Following this encounter, its name became Spanish "La Verus".

During the 18th century, the Muslim tribes invaded Agusan and Davao and fought back against the Manobos but were converted into Christianity; victories came because of Datu Manguyod and Saint John to whom the Manobo were indebted. The Manobo were later found in Manning, also called Linongsuran settling down along Agusan River. In 1916, a huge earthquake caused the disappearance of the settlement and its survivors' evacuation cum resettlement to what is now the barangay proper of this municipality. The village of Del Monte in the gym of the city of Veruela is disputing with its neighbor province, Compostela Valley. In a graceful way, the matter has been attempted by the local authorities and they have tried to solve it. Moreover, as an alternative claim, in a visayan etymon called "berwela" referring to somewhere bamboo rafts are made; but conversely another suggestion states that perhaps bendeguz was affected by its meaning in manobo dialect – vuroha where diverse springs exist.

Back on March 31, 1965 President Diosdado Macapagal announced a new Executive Order No. 147 creating Veruela municipality. Approximately eight administrators governed it all from that time henceforth.

The municipality covered 3.86% of the total area of Agusan del Sur with 385.45 square kilometers or 148.82 square miles. In 2020, it was home to 39,708 people which represented 5.37% of the total population for Agusan Del Sur standing at 739,982 or just 1.42% of Caraga Region's population during 2020 census. The density stands at 103 people in each square kilometer which translates to 267 for those occupying every one square mile.

Some cities near Veruela are Bislig City located at Surigao del Sur Province, Tagum City found at Davao del Norte Province, Bayugan within Agusan del Sur Province, Panabo located in Davao del Norte Province, and Valencia situated in Bukidnon Province (including Malaybalay). The shortest way possible on the Earth's surface known as Great Circle Distance was used to calculate the distance.

At present, Veruela District has six secondary schools namely Katipunan National High School, Sinobong National High School, Sampaguaita National High School, Veruela National High School, La Fortuna National High School and Nueva Era National High School.

3.3 Research Participants

The respondents of the study were the 144 Supreme Secondary Learner Government (SSLG) Officers, School Parent-Teachers Association (SPTA) Officers and Faculty Officers of the six secondary schools in Veruela District namely Katipunan National High School, Sinobong National High School, Sampaguaita National High School, La Fortuna National High School, Veruela National High School and Nueva Era National High School. They were chosen through purposive sampling technique. Shown in Table 1 are the respondents of the study.

Table 1: Respondents of the Study

School	SSLG Officers	SPTA Officers	Faculty Officers	Total	Percentage
Sinobong National High School	8	8	8	24	16.67%
Sampaguaita National High School	8	8	8	24	16.67%
Veruela National High School	8	8	8	24	16.67%
La Fortuna National High School	8	8	8	24	16.67%
Nueva Era National High School	8	8	8	24	16.67%
Katipunan National High School	8	8	8	24	16.66%
TOTAL	48	48	48	144	100%

3.4 Instruments of the Study

The first questionnaire measured the level of educational public relations of Katipunan National High School, Sinobong National High School, Sampaguaita National High School, La Fortuna National High School, Veruela National High School and Nueva Era National High School.

The first questionnaire for the independent variable was adapted from Communications Strategy Group (2021) which consisted of four indicators such as internal communications, external communications, marketing/brand communications and crisis communications, with five questions each. The second questionnaire consisted of five questions for Physical Facilities was a researcher-made. Data regarding the number of enrollees from SY 2018-2019 and SY 2023-2024 was used to measure the cohort survival rate. For academic achievement, results from the second quarter's class proficiency were used for the SY 2023 - 2024.

3.5 Procedure

After the approval of the panel members, the researcher underwent the following procedures:

To begin with, survey validation was done by Assumption college of Nabunturan validators at the beginning and later a letter of approval was dispatched to the division office for permission to carryout a study in schools located at Veruela district in Veruela town, Agusan del Sur. Another letter was prepared by the researcher to address it to the principals in the six secondary schools asking them to participate in the survey at their respective schools. The researcher personally administered the questionnaire, providing clarifications on the research tool and its aim. The survey questionnaire was obtained by the researcher then encoded the data. All information gathered from the respondents was subsequently analyzed using statistical methods. The researcher analyzed the statistical data thus making an interpretation on them. Consequently, after data interpretation plus taking into account what was found out in this study, conclusions with related recommendations have been proposed.

3.5 Statistical Treatment of Data

In order to process the responses to the questions with significance level 0.05, the following statistical methods were used. Respondents' answers to the questions asked in the questionnaires were counted, recorded and properly interpreted as well. The following are the statistical tools that were used for data analysis and interpretations:

Mean. This was used to determine how educational public relations influence the school performance indicators of the schools in the District of Veruela.

Pearson Product-Moment Correlation Coefficient. This statistical tool was used to assess how educational public relations and school performance indicators were related to one another in six schools of District of Veruela.

4. RESULTS

This chapter presents the results of the computation of the data in tabular form. Such results were presented in tabular form which is strengthened by the analysis and interpretation made by the researcher.

4.1 Level of Educational Public Relations

The table 2 presents the level of educational public relations with its four indicators.

Table 2: Level of Educational Public Relations

Indicator	Mean	Quality Index
Internal Communications	4.4	High
External Communications	4.4	High
Marketing/Brand Communications	4.1	High
Crisis Communications	3.7	High
Overall	4.2	High

Table 2 reveals the level of educational public relations in four different indicators. The internal and external communications received a mean of 4.4 which is interpreted as high. Marketing/brand communications has a mean of 4.1 which is high. Crisis communications is interpreted as high with a mean of 3.7. The overall, educational public relations has a mean of 4.2 which is interpreted as high. As perceived by the respondents the overall level of educational public relations displayed by the school is high which means that the school authority together with the faculty have established good relationship with the stakeholders. It further shows that the school has a good community linkage. However, they may need to improve their strategies in establishing proper channel of communications in times of crisis.

4.1.1 Internal Communications. It is indicated in Table 3 the level of educational public relations in terms of Internal Communications.

Table 3: Internal Communications

Indicator	Mean	Quality Index
1. There is a proper flow of channel of communication that is established among the faculty and staff which holds a two-way communication.	4.3	High
2. The faculty and staff are aware of the goals that the administrators set.	4.5	Very high
3. The faculty and staff, along with the students, have freedom to express their opinions for the school improvement.	4.2	High
4. Good communication skills are being practiced especially during meetings.	4.5	Very high
5. Plans in every event are communicated clearly and cash expenditure reports are made for transparency purposes.	4.3	High
Overall	4.4	High

Table 3 reveals the level of educational public relations in terms of Internal Communications. Item No. 2, *The faculty and staff are aware of the goals that the administrators set.*, and Item No. 4, *Good communication skills are being practiced especially during meetings.*, have the highest mean which is 4.5 interpreted as Very High. It was followed by Item No. 1, *There is a proper flow of channel of communication that is established among the faculty and staff which holds a two-way communication.*, and Item No. 5, *Plans in every event are communicated clearly and cash expenditure reports are made for transparency purposes.*, with a mean of 4.3 and are interpreted as High. Item No. 3, *The faculty and staff, along with the students, have freedom to express their opinions for the school improvement.*, got the lowest mean of 4.2 and interpreted as High. This means that the administrators of the schools were able to properly convey the goals of the institution with the use of good communication skills during meetings. However, strategies may be employed so that the internal stakeholders would feel free and not hesitate to share their ideas and suggestions to the administration of the school.

4.1.2 External Communications. It is indicated in Table 4 the level of educational public relations in terms of External Communications.

Table 4: External Communications

Indicator	Mean	Quality Index
1. There is a proper flow of channel of communication that is established among the external stakeholders which holds a two-way communication.	4.4	High
2. The external stakeholders are aware of the goals that the administrators set.	4.4	High
3. The external stakeholders have freedom to express their opinions for the school improvement.	4.8	Very High
4. Good communication skills are being practiced especially during meetings.	4.6	Very High
5. Liquidation is always done after every activity for transparency purposes.	4.2	High
Overall	4.4	High

Table 4 reveals the level of educational public relations in terms of External Communications. Item No. 3, *The external stakeholders have freedom to express their opinions for the school improvement.*, got the highest mean of 4.8 which is interpreted as very high. Item No. 5, *Liquidation is always done after every activity for transparency purposes.*, got the lowest mean of 4.2 interpreted as high. As perceived by the respondents, they feel free in expressing their opinions that could contribute to the improvement of the school. On the other side, the school may conduct regular meetings, on a quarterly basis if possible, to make the report regarding the expenses that were incurred in a specific period of time.

4.1.3 Marketing/Brand Communications. It is indicated in Table 5 the level of educational public relations in terms of Marketing/Brand Communications.

Table 5: Marketing/Brand Communications

Indicator	Mean	Quality Index
1. The school uses different form of media in promoting the school.	4.3	High
2. The school has personnels being designated to update the bulletin board for information.	3.9	High
3. The school establishes a compelling storyline regarding the goals of the school.	4.0	High
4. The vision, mission, and values of the school are properly conveyed through different channels of communications.	4.3	High
5. The school is active in outreach programs.	3.7	High
6. The school always gives recognitions to the achievements of students and stakeholders.	4.3	High
Overall	4.1	High

Table 5 reveals the level of educational public relations in terms of marketing/brand communications. Item No. 1, *The school uses different form of media in promoting the school.*, and Item No. 6, *The school always gives recognitions to the achievements of students and stakeholders.*, got the highest mean which is 4.3 and it was interpreted as high. On the other hand, Item No. 5, *The school is active in outreach programs.*, got the lowest mean of 3.7 and was interpreted as high. It implies that the school successfully conveyed the vision, mission and goals of the school through the use of different media. On the contrary, outreach programs may be conducted more often to strengthen the community linkages.

4.1.4 Crisis Communications. It is indicated in Table 6 the level of educational public relations in terms of Crisis Communications.

Table 6: Crisis Communications

Indicator	Mean	Quality Index
1. The school has no proper channel of communications in times of crisis.	2.5	High
2. The school has developed a crisis communication plan so that a school or district is prepared to react to any circumstance.	3.8	High
3. The school is connected to health organizations in the community.	4.4	High
4. There is a diversified method of communication aside from social media, email, and community outlets.	3.8	High
5. The school has invested in trainings and workshops that help prevent crisis.	3.8	High
Overall	3.7	High

Table 6 presents the level of educational public relations in terms of Crisis Communications. Item No. 3, *The school is connected to health organizations in the community.*, got the highest mean of 4.4 which is interpreted as high. Item No. 1, *The school has no proper channel of communications in times of crisis.*, got the lowest mean of 2.5 and is interpreted as high. It implies that the school and health organizations have strong relationship. During times of crisis, health organizations like the local health centers and SARAS of Veruela are ready to extend help and assistance. It also shows the schools' proper communications channels that were established and can be used during times of disasters.

4.2. The Level of School Performance Indicators

4.2.1 School Facilities. It is indicated in Table 7 the level of school performance indicators in terms of school facilities.

Table 7: School Facilities

Indicator	Mean	Quality Index
1. The physical facilities are complete.	3.5	High
2. It helps the students to be motivated to learn.	4.2	High
3. It helps the teachers in delivering their lessons.	4.1	High
4. The classrooms are conducive for learning.	4.0	High
5. The school itself is safe from accidents and fire.	4.0	High
Overall	4.0	High

Table 7 reveals the level of school performance indicators in terms of school facilities. Item no. 2, *It helps the students to be motivated to learn* has the highest mean of 4.2 which is interpreted as high. On the other hand, Item no. 1 *the physical facilities are complete* has the lowest mean of 3.5, interpreted as high. It implies that despite the lack of some facilities in the school, students are still motivated to carry on with their learning. As perceived by the respondents the school facilities are considered good because the rating is high. Although the facilities are not that excellent but these things helped students learn. The schools really tried their best to avail these facilities because they are needed in the teaching learning process. As observed, there are still some of these facilities which are to be improved.

4.2.2 Cohort survival Rate. Presented in Table 8 is the level of school performance indicators in terms of Cohort survival rate.

Table 8: Cohort Survival Rate

School	Grade 7 SY 2018-2019	Grade 12 SY 2023-2024	Rate	Interpretation
Veruela National High School	157	92	58.60	Average
Sinobong National High School	170	108	63.53	Average
Sampaguita National High School	206	100	48.54	Low
La Fortuna National High School	239	130	54.39	Average
Nueva Era National High School	49	18	36.73	Very Low
Overall	821	448	54%	Average

Table 8 reveals the level of Cohort Survival Rate. Sinobong National High School got the highest rate with 63.53% which is interpreted as average whereas Nueva Era National High School got the lowest rate with 36.73 as the average. It implies that schools have tried their best to teach well with some strategies employed however, the results revealed that three of the 5 respondent schools have an average of survival rate while one school is categorized as very low and the other one is low. There should be mechanisms to be done by these schools to hold students to really finish their studies in the school where they are in. It was observed that many students can not continue their studies because of the many reasons that they are facing. Furthermore, it was also revealed that Nueva Era National High School has the lowest cohort survival rate which was followed by Sampaguita National High School that received low survival rate. The reasons for this phenomenon are the unavailability of some strands in Senior High School Curriculum and financial capability of the parents.

4.2.3 Academic Achievement. Table 9 presents the level of school performance indicators in terms of academic achievement.

Table 9: Academic Achievement

School	Class Proficiency	Quality Index
Sinobong National High School	71.70%	Nearing Mastery
Sampaguita National High School	70.70%	Nearing Mastery
Veruela National High School	71.70%	Nearing Mastery
La Fortuna National High School	71.30%	Nearing Mastery
Nueva Era National High School	70.30%	Nearing Mastery
Katipunan National High School	71.80%	Nearing Mastery
Overall	71.30%	Nearing Mastery

Table 8 presents the level of academic achievement of each of the respondent schools. Katipunan National High School has the highest class proficiency of 71.80% interpreted as nearing mastery whereas the Nueva Era National High School has the lowest which is 70.30% interpreted as Nearing Mastery. It is clearly seen in the table that all respondents' schools have the quality index of nearing mastery on the academic achievement.

It implies that the schools show quite positive academic excellence and create a learning environment where learning fosters and develops. Stakeholders along with the administrators and teachers succeeded in honing the skills and knowledge of the students. Good public relations can create a positive learning environment in the premises of the school leading to increased community support, parental engagement, access to resources, and a talented workforce. These factors contribute a lot to a high-class proficiency and academic success.

The influence and importance of the principal in the efforts to enhance student success cannot be overlooked by teachers, students, staff, and even parents within a school. However, there are effects where he has positively influenced stakeholders in his school.

4.3 Association Between School Performance and Educational Public Relations

Table 10 presents the association between school performance and educational public relations.

Table 10: Association Between School Performance and Educational Public Relations

Variable		Internal Communications	External Communications	Marketing/Brand Communications	Crisis Communications	Physical Facilities	Cohort Survival Rate	Academic Achievement
1. Internal Communications	Pearson's r	—						
	p-value	—						
2. External Communications	Pearson's r	0.816	—					
	p-value	0.048	—					
3. Marketing/Brand Communications	Pearson's r	0.567	0.830	—				
	p-value	0.241	0.041	—				
4. Crisis Communications	Pearson's r	0.409	0.619	0.776	—			
	p-value	0.421	0.190	0.070	—			
5. Physical Facilities	Pearson's r	-0.137	0.039	0.537	0.185	—		
	p-value	0.796	0.942	0.272	0.725	—		
6. Cohort Survival Rate	Pearson's r	0.190	0.570	0.569	0.826	0.085	—	
	p-value	0.719	0.237	0.239	0.043	0.873	—	
7. Academic Achievement	Pearson's r	-0.345	-0.297	-0.380	-0.809	0.118	0.510	—
	p-value	0.503	0.568	0.457	0.051	0.823	0.302	—

Table 10 presents the association between school performance indicators and educational public relations indicators. From the table it is reflected that there are no associations between educational public relations indicators and the indicators of school performance except that the cohort survival rate has an association with the school public relations in terms of crisis communication. This means that the respondent schools are capable to communicate their stakeholders especially in times of crisis. Since there is an association between cohort survival rate and crisis communication, it further suggests that the students' survival in the school where they are in is dependent on how they are informed by the school authorities. In other words, there might be some communications or interactions between the parents and school authorities that are not cleared or not very well understood by the parents especially when there are problems arising.

5. DISCUSSIONS AND CONCLUSION

This chapter presents the discussions of the results of the study, conclusion and recommendations.

5.1 Discussions

The succeeding discussions are based on the data collected and these are supported by some related literature and studies.

The level of the school's educational public relations has an overall mean of 4.2 described as high. In times of crisis, the essential duty of a PR department involves the provision of details to any people concerned about what is currently happening, those dangers that might come up and the corrective measures that can be taken. An ideal preparedness plan during such an occasion should be one that reveals our initial plan of action in response to

the world. It is crucial to prepare a communication strategy for managing crises- but not just in theory; knowing what do when disaster strikes is what really matters most (Marta, 2023).

The level of the educational public relations in terms of internal communications has an overall mean of 4.4 described as high. Communication is a key tool that enables principals, teachers, and students to effectively transmit and convey messages. In schools, this process is crucial, and organizational leaders use it often. In addition to verbal and written communication, interpersonal communication is also vital for meeting school objectives. Developing these skills can facilitate open communication between principals and others regarding school-related matters, helping to address issues and foster a positive school environment. Educational leaders who can effectively communicate and problem-solve are highly valued by their staff. Good communication plays a crucial role in fostering a positive school atmosphere and enhancing teachers' dedication, reducing their workload and stress levels (Sapian, et al., 2019).

Teachers spend a few hours each day working with students, but parents are mostly responsible for their children's development. Parents have a direct impact on their children's behavior and growth during their time in school. Therefore, the connection between parents and teachers is crucial for a child's development. Schools provide opportunities for building this relationship through parent-teacher conferences, progress reports, and open house events. When interviewing for a teaching position, it is important to inquire about how the school promotes parental involvement in both the school and their child's education (McIntosh, 2023).

The level of the educational public relations in terms of external communications has an overall mean of 4.4 described as high. The foundation of good relationships with parents is proven by communication. It aids in creating trust and empathy. This means that when dealing with parents, it is necessary for both parties to come together in promoting a healthy lifestyle and development for the offspring. Communication constitutes the core aspect required for school-family collaborations. In addition, it provides a foundation through which parents can engage themselves in their children's learning. For the parents, this translates into positive parent-school communication, which is a benefit. How schools communicate with parents will have a significant impact on how involved parents are in the learning of their kids, the extent to which they participate in it and the quality of the involvement they offer. Also partly through this involvement, these parents get help and good advice from teachers about how they can support their children as well as knowledge on what happens within school system including academic work or other activities carried out there. Most importantly, collaborated efforts between parents and schools ultimately lead to the overall success and development of the child (American Federation of Teachers, 2007).

The level of the educational public relations in terms of marketing/brand communications has an overall mean of 4.1 described as high. Public relations plays a crucial role in the education sector by helping to spread important information about admissions, placements, events, crisis, and more. By establishing good relationships with the community, businesses can enhance customer loyalty. Involving local stakeholders and opinion leaders can boost visibility and influence. A strategic PR plan in education can attract new customers through word-of-mouth and ensure that the company's interests are considered in community decisions. It also helps raise funds and attract donations by increasing brand visibility through public relations. This makes it easier to connect with individual, corporate, and government supporters (Srymedia, 2022).

The level of the educational public relations in terms of crisis communications has an overall mean of 3.7 described as high. School districts, by creating policies to deal effectively with an unfavorable circumstance, can enhance their readiness for disasters and other emergencies because they serve the interests of society at large from kindergarten through high school. Just as it pertains to planning on how to handle fatal occurrences that could arise due to unfavorable circumstances, ensuring that such events are never as severe by playing your part is also counteracting them before they happen again is what makes crisis prevention planning essential in schools. It is important to take proactive measures to enhance readiness for crisis both before, during, and after they occur. In today's fast-paced world, educational institutions must constantly review and update their crisis management plans to address new challenges, utilize modern communication tools, and cater to different groups of stakeholders (Gainey, 2010).

The level of the school performance indicator in terms of Physical Facilities is high with a mean of 4.0. The quality of school facilities has a direct effect on how much students learn. When students are in a comfortable

environment with proper ventilation, good lighting, and cleanliness, they are able to focus better and are more likely to attend classes. Additionally, they may also have a lower chance of falling ill. A conducive learning environment helps students stay attentive and retain information effectively. Similarly, teachers benefit from a distraction-free and comfortable work environment. When teachers can concentrate on their students without any environmental obstacles, they are more likely to enjoy their workday and pass on the benefits to their students. Having good school facilities can lead to better education results because experienced teachers are less likely to quit, and it's easier to attract qualified teachers (Sitellogiq, 2023).

Cohort Survival Rate. The results revealed that three of the 5 respondent schools have an average of survival rate while one school is categorized as very low and the other one is low. The overall cohort survival rate of the five respondent schools is in the average level. However, one school got a low and the other school has very low cohort survival rate. The results suggest that there should be mechanisms to be done by these schools to hold students to really finish their studies in the school where they are in. Schools should find ways to motivate their students to stay up to the time of their graduation. Teachers' performance is very important factor to consider and the facilities and other services offered by the schools.

According to Liansing and Garcia (2022), many reasons influence whether students decide to stay at or leave a school, including academic, financial, institutional, and social factors. These are important factors that determine whether a student remains enrolled. The school can elevate retention rates by executing tailored programs, amplifying academic and social backing, and incessantly enhancing institution's services like curriculum offering, human resource development, student servicing, organization and administration. Furthermore, it is important to enhance the collaboration between the local government and private organizations offering scholarships to students. It is also crucial to maintain ongoing educational programs in schools that offer financial assistance to students. This will help students facing financial difficulties to access educational opportunities.

Academic Achievement. It is clearly seen in the table that all respondent schools have the quality index of nearing mastery on the academic achievement. It implies that the schools show quite satisfactory performance and create a learning environment where learning fosters and develops. Stakeholders along with the administrators and teachers must work hand in hand to succeed in honing the skills and knowledge of the students. Good public relations can create a positive learning environment in the premises of the school leading to increase community support, parental engagement, access to resources, and a talented workforce. These factors contribute a lot to a high class proficiency and academic success.

The school principal's leadership qualities help teachers and students learn successfully. All the school principals could have different styles of leadership, but they are guided by one mission of provision of successful education and training in schools (Çetin, et al., 2021).

Association between school performance indicators and educational public relations indicators. From the data it is reflected that there are no associations between educational public relations indicators and the indicators of school performance except that the cohort survival rate has an association with the school public relations in terms of crisis communication. This means that the respondent schools are capable to communicate their stakeholders especially in times of crisis. Since there is an association between cohort survival rate and crisis communication, it further suggests that the students' survival in the school where they are in is dependent on how they are informed by the school authorities. In other words there might be some communications or interactions between the parents and school authorities that are not cleared or not very well understood by the parents especially when there are problems arising.

School administration, teachers, and personnel must prioritize communication with parents and the school community to ensure everyone is well-informed about the school's progress and any issues. To include school families and a place for the community to share their views, scheduled meetings should be conducted regularly. It is also beneficial to organize meetings and communication forums to discuss new technology, teaching methods, and other strategies for enhancing the school. This approach is also a great way to get people interested and engaged in the school community. It helps stakeholders understand the steps and expenses involved in making improvements to the school. The information gathered from these meetings can be used to make adjustments to campus procedures to keep the learning process running smoothly. These meetings also contribute to the progress and advancement of the school in a way that meets the needs of everyone involved in education (Rodgers, 2022).

5.2 Conclusions

The level of educational public relations is high. From the data analysis, it could be seen that most of the school administrators, teachers and staff, including the students were fully aware of the proper flow of channels of communication, goals were fully explained, there was a freedom to express one's opinion and good communication practices were all exhibited in the school premises that contributed to good Internal communications. In terms of physical facilities as one of the school performance Indicators, its level was interpreted as high. Students were encouraged to desire learning with the aid of teachers in schools who in turn helped them achieve their academic objectives. There was an association between cohort survival rate and educational public relations in terms of crisis communication. It was indicated that effective communication during crisis which contributed to better outcomes and success of the students.

5.3 Recommendations

Based on the conclusion derived from the results of the study, the following recommendations are hereby presented:

1. Students must strive hard in their studies to generate higher mean percentage score in every examination they may take in the future since its result is relevant to the educational public relations of the school in terms of high cohort survival rate. They must be one of the ambassadors of the school representing its values and achievements.
2. Teachers must actively engage with students, parents and the community highlighting the students' achievements to increase school's visibility and dedication.
3. School administrators must fully establish the school's educational public relations to strengthen its linkages with the community. Thus, more improvements and healthy relationships would be more possible.
4. PTA Officers may share their feedback in every school endeavor since they play a pivotal role in improving the school's public image and strengthening community ties.
5. Community people may share their expertise that can benefit the school and its students. Advocating for the school's needs and successes within and outside the larger community is also encouraged.
6. Other researchers may conduct similar study with a larger scope to determine the extent of the relationship between educational public relations and school improvement.

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