Enhancing Recruitment Strategies for Bachelor of Technology and Livelihood Education among Humanities and Social Sciences Students

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ABSTRACT

This study examined the effectiveness of recruitment strategies for the Bachelor of Technology and Livelihood Education (BTLEd) program at John B. Lacson Colleges Foundation-Bacolod (JBLCF-B) among Grade 12 Humanities and Social Sciences (HUMSS) students, driven by the program's low enrollment and perceived lack of prestige. Utilizing a descriptive-comparative research design, data were collected from 180 randomly selected HUMSS students in Bacolod City. The study assessed strategy exposure, program awareness, and perceived effectiveness, factoring in socioeconomic status (SES), academic performance, and proximity to the college. Findings indicate that recruitment strategies were applied infrequently, resulting in notably low program awareness. Overall effectiveness was rated as moderately effective, with scholarships and printed materials being the most impactful, particularly for high-performing students. A significant difference in perceived effectiveness was observed only with respect to academic performance and career fairs. The study concludes that a one-size-fits-all approach is insufficient. Effective recruitment requires tailored, multi-modal strategies reflecting students' academic profiles, SES, and geographic access. A targeted marketing plan was developed to address these gaps.

Keywords: Bachelor of Technology and Livelihood Education, Recruitment Strategies, program awareness, academic performance, proximity, Enrollment, Marketing Plan

INTRODUCTION

The Philippine education system is currently grappling with the challenge of attracting students to technical-vocational education (TVE) programs, specifically the Bachelor of Technology and Livelihood Education (BTLEd) [32]. This challenge is aggravated among Humanities and Social Sciences (HUMSS) students, who frequently view TVE as inferior or misaligned with their academic and career goals [16]. The stigma surrounding technical-vocational education often leads to misconceptions about its value and relevance in today's job market.

However, research underscores the advantages of BTLEd, revealing that graduates experience high employability rates, with a significant majority securing relevant jobs shortly after graduation [7]. The reasons behind this trend are manifold. The relatively low enrollment in BTLEd programs creates a more favorable job market for graduates, enhancing their chances of securing employment. Furthermore, there is a growing recognition among prospective educators of the opportunities for entrepreneurship and innovation that come with a background in technology and livelihood education [27].

To effectively address these recruitment challenges, universities must implement comprehensive strategies prioritizing employee relations, human resource planning, career development, and employer branding [30]. Additionally, fostering partnerships with local industries can help demonstrate the practical applications of BTLEd, making the program more appealing to HUMSS students. This approach not only highlights the relevance of technical-vocational education in the broader educational landscape but also aligns with the aspirations of students seeking meaningful and impactful careers.

In this context, this paper explores the innovative recruitment strategies, such as targeted marketing campaigns, mentorship programs, and curriculum integration that resonate with the interests of HUMSS students. This study aims to fill a methodological gap in the literature by investigating the effectiveness of these specific strategies

in attracting HUMSS students to BTLEd programs. While existing research [7], [29], highlights the employability and entrepreneurial potential of BTLEd graduates, it lacks empirical evidence on the specific interventions that can effectively change the perceptions and career aspirations of HUMSS students. This research will contribute to a knowledge void by providing valuable insights into the most effective recruitment strategies for attracting a more diverse student population to technical-vocational education.

Related Literature

Implementing comprehensive resourcing strategies such as human resource planning, recruitment, employer branding, career development, employee relations, and retention strategies is crucial for acquiring skilled, talented, and committed employees. These elements significantly contribute to an organization's economic competitiveness, as the expertise and knowledge of employees are now considered vital assets in a dynamic job market[30].

In the context of the Bachelor of Technology and Livelihood Education (BTLEd), technology encompasses essential technical and vocational competencies that must be imparted to students to ensure their readiness for the workforce. According to [43], during the first and second years, students engage in exploratory courses across four areas of Technology and Livelihood Education (TLE), tailored to the school's resource availability and the economic needs of the community. Following this foundational phase, students advance to specialized training aimed at developing competencies that lead to Certificates of Competency (COCs) and National Certifications (NCs) issued by the Technical Education and Skills Development Authority (TESDA). These certifications are critical as they validate the acquisition of middle-level skills necessary for gainful employment or entrepreneurial ventures, thereby enhancing students' prospects in the job market.

Rationale of the Study

This research seeks to tackle the pressing issue of student enrollment in Bachelor of Technology and Livelihood Education (BTLEd) programs by exploring and proposing effective recruitment strategies specifically tailored for Humanities and Social Sciences (HUMSS) students. Attracting HUMSS students to BTLEd programs is of paramount importance, as it not only diversifies the student demographic but also enriches the educational experience within these programs. The Philippines, like many developing nations, is experiencing an increasing demand for skilled workers in technical and vocational fields [14]. This growing need underscores the urgency of implementing innovative recruitment approaches that effectively communicate the value and relevance of BTLEd, thereby encouraging HUMSS students to pursue careers in these vital areas.

THEORETICAL FRAMEWORK

Social Cognitive Career Theory (SCCT) serves as a valuable framework for understanding how individuals make career-related decisions and develop interests through the interplay of personal, cognitive, and environmental factors. According to [24] as cited on the article of [43], SCCT emphasizes the significance of self-efficacy belief in one's abilities and outcome expectations, anticipations of the results of actions in shaping career interests and choices. This theory highlights that these elements are influenced by various factors such as socioeconomic status, academic performance, and proximity to educational institutions like JBLCF-B, all of which can significantly affect a student's decision-making process regarding their career paths.

SCCT provides a systematic approach to understanding career development by integrating psychological factors (interests, abilities, values), social factors (socioeconomic status, gender, race), and economic factors (employment and training opportunities). This comprehensive view allows for a more nuanced understanding of how these variables interact to influence an individual's career trajectory. Furthermore, the theory responds to contemporary developments in career counseling by focusing on specific groups and addressing their unique needs.

In connection with the study on enhancing recruitment for the Bachelor of Technology and Livelihood Education (BTLEd) program among Humanities and Social Sciences (HUMSS) students, SCCT offers valuable insights. By understanding the factors that influence HUMSS students' perceptions of self-efficacy and their outcome expectations related to BTLEd, recruitment strategies can be tailored effectively. For instance, emphasizing

successful alumni stories or providing hands-on experiences in technology and livelihood education can enhance students' self-efficacy and positively shape their outcome expectations, thereby increasing their interest in the program.

Conceptual Framework

The study will utilize the Input, Process, and Output or IPO model. It is a visual aid used to depict a workflow, information flow, or system operations. An IPO diagram provides an organized method for examining and enhancing the system and aids in the identification of all the variables that affect a process and all its results [23].

The Input of the study refers to the profile of Grade 12 HUMSS students in terms of socio-economic status, academic performance, and proximity to JBLCF-Bacolod.

The Process employed a mixed-method approach, utilizing both paper-based and online survey to evaluate the extent to which the following JBLCF recruitment strategies for BTLEd are encountered by HUMSS students in terms of school visits and presentations, career fairs and open house events, online marketing campaigns, distribution of printed materials and scholarships and voucher. Additionally, the survey will assess student awareness of the existence of JBLCF-Bacolod, the BTLEd program, and its relevance to their career aspirations. Moreover, it measures the perceived effectiveness of recruitment strategies of different schools in Bacolod City to HUMSS students' perception in choosing future career path and school. The analysis was conducted by examining student responses collected through a survey administered via Google Forms, chosen for its user-friendly interface and ease of accessibility. To ensure continuity in data gathering, the researchers will also prepare printed questionnaires as a contingency measure. Figure 1 presents a schematic diagram illustrating the study's framework to provide an intensive presentation of its direction.

As an output of the study of all these objectives, a marketing plan was developed. This plan will address strengths and weaknesses in current recruitment practices and propose tailored strategies to better target different student groups. The marketing plan suggests improvements in areas such as school visits, career fairs, and online campaigns to enhance the recruitment efforts for the BTLEd program.
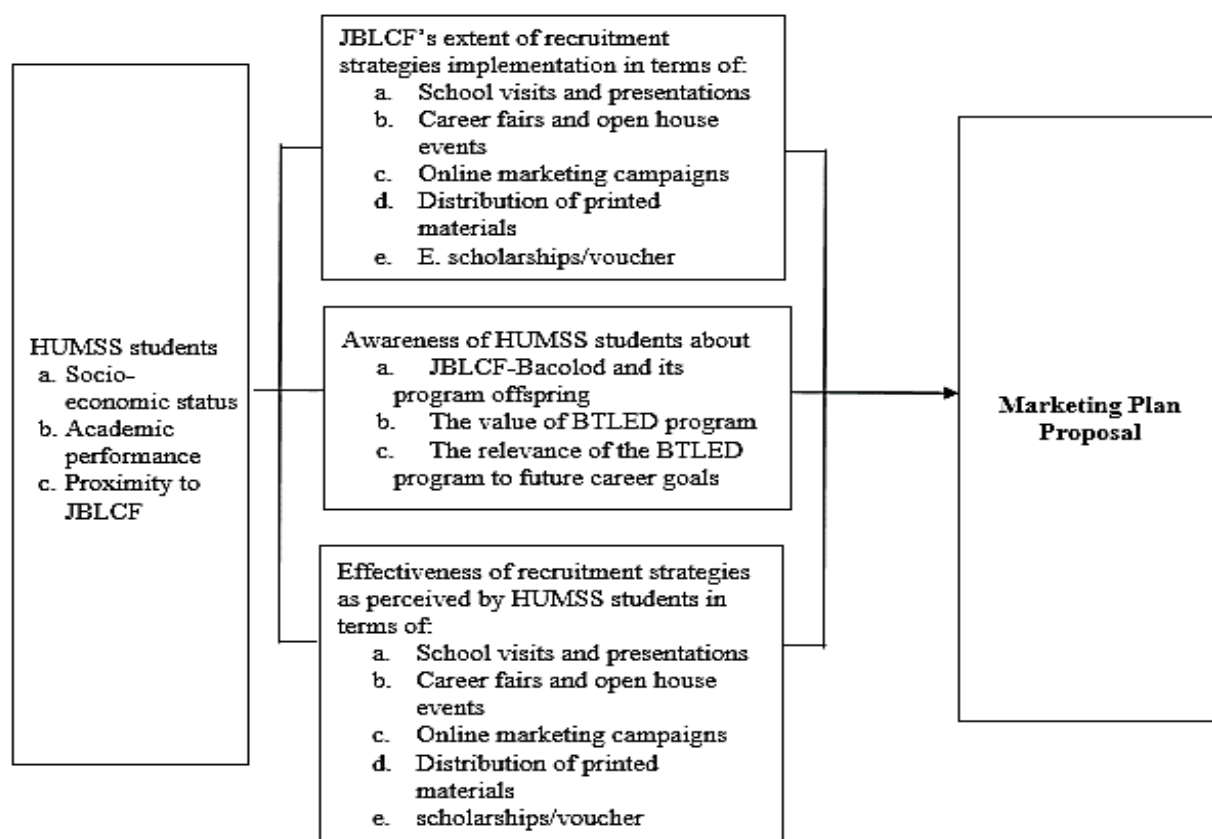

Fig 1. Schematic Diagram of the Concept of the Study

Statement of the Problem

The study aims to enhance the recruitment strategies for Bachelor of Technology and Livelihood Education in John B Lacson Colleges Foundation (Bacolod), Inc.

Specifically, the study aims to answer the following questions:

What is the profile of the HUMSS students in terms of:

  a. Socio-economic status
  b. Academic performance
  c. Proximity to JBLCF- Bacolod

What is the extent to which the following recruitment strategies encountered by HUMSS students are implemented/practiced by JBLCF for marketing?

  a. School visits and presentations
  b. Career fairs and open house events
  c. Online marketing campaigns
  d. Distribution of printed materials, e.g., flyers, pamphlets, brochures
  e. Scholarships/voucher

How aware are the HUMSS students about:

  a. JBLCF-Bacolod and its program offspring's
  b. The value of BTLEd program
  c. The relevance of the BTLEd program to future career goals
  d. How effective are the recruitment strategies as perceived by HUMSS students?

Is there a significant difference in the perceptions of HUMSS students on the effectiveness of these recruitment strategies when grouped according to:

  a. Socio-economic status
  b. Academic performance
  c. Proximity to JBLCF- Bacolod

What marketing plan can be proposed based on the findings of the study?

METHODS

Research Design

This study aims to enhance the recruitment strategy for Bachelor of Technology and Livelihood Education (BTLEd) program in John B. Lacson Colleges Foundation (Bacolod), Inc. This study utilizes a descriptive-Comparative Research design. According to [28], descriptive research design as a research method that describes the characteristics of the population or phenomenon that is being studied. This methodology focused more on the "what" of the research subject rather than the "why". Meanwhile, comparative research is the study of similarities and differences between two or more variables. The present popularity of this research design is due to globalization and higher awareness of socio-cultural differences. This study will define and compare different disciplines, such as field of interest, academic performance and proximity to JBLCF-B [22].

Respondents

There were 180 Grade 12 HUMSS students from a various of Senior High Schools in Bacolod City serve as the respondents for this study. Data collection was scheduled for the second semester of the Academic Year 2024-2025. This timeline allows the researchers to engage with students who are actively enrolled and likely to provide informed responses.

The selection of respondents for this study utilized the Purposive Sampling method, enables researchers to include individuals meeting a specific criterion that is relevant to the study while accounting for variations in socio-economic status and academic performance. The study involved approximately six (6) schools all offering the HUMSS strand. Of these, three (3) schools were located near JBLCF-Bacolod which is approximately 3.5 kilometers and below from JBLCF-Bacolod, and three (3) were farther away which is more than 3.5 kilometers away from JBLCF-Bacolod. This selection ensures both feasibility in data collection and representation of diverse educational contexts within Bacolod City. Participating schools must be officially recognized by the Department of Education (DepEd) to ensure the study's credibility. Schools must offer the HUMSS strand for Grade 12 students, and they must provide consent to participate and facilitate access to students, fostering a supportive environment for effective data collection. The selection process will prioritize schools from varied geographical locations to capture diverse perspectives.

There were 30 Grade 12 HUMSS students in every selected school who are present and express a willingness to participate will be included as respondents, guaranteeing a robust sample size and a diverse range of responses. The selection process will prioritize schools from various geographical areas to collect diverse perspectives and experiences. Additionally, schools must grant consent to participate in the study and facilitate access to the students, thereby creating a supportive environment conducive to effective data collection.

Research Instrument

The study employed a researcher-made survey questionnaire designed to gather comprehensive data on several key aspects related to Grade 12 HUMSS students. Specifically, the questionnaire assessed: a) the profile of HUMSS students concerning socio-economic status, academic performance, and their proximity to JBLCF-Bacolod; b) the extent to which the JBLCF recruitment strategies for the BTLEd program are encountered by HUMSS students from different schools in Bacolod City; c) the awareness of HUMSS students regarding JBLCF-Bacolod, the perceived value of the BTLEd program, and its relevance to their future career goals; d) the effectiveness of these recruitment strategies as perceived by the students; and e) any significant differences in student perceptions based on socio-economic status, academic performance, and proximity to JBLCF-Bacolod.

To ensure the validity and reliability of the survey instrument, the researchers implemented a validation process. For validity, the researchers adhered to established criteria set forth by [21], which provide a framework for evaluating the acceptability of the researcher-made instrument. A panel of three validators, comprising experts in research methodology, statistics, and technology and livelihood education, reviewed the questionnaire. The researchers' incorporated the experts' feedback to validate the instrument, ensuring that it accurately measures the intended constructs.

For reliability, the researchers utilized Cronbach's alpha, a recognized statistical measure of internal consistency. A pilot study was conducted with a sample of Grade 12 HUMSS students outside the main study group to gather data for this analysis. A Cronbach's alpha value of 0.842 is deemed acceptable, indicating that the items on the questionnaire are reliably measuring the same underlying concepts. These steps ensure that the instrument is both valid and reliable, enhancing the credibility of the study's findings.

Data Gathering Procedure

When gathering data for the study, the researchers followed these methods. Before conducting the study, the researchers obtained the approval of the students and the principal of the various senior high schools. The researchers then visited the respondents' schools according to the timetable provided. After the respondents have been gathered, the researchers personally give each respondent a survey instrument, give them instructions, and guarantee the anonymity of their answers. Finally, the researchers personally gathered the questionnaire from the respondents.

In data gathering procedure, the researchers begin by obtaining formal permissions from the principals of the various senior high schools, clearly communicating the study's purpose and benefits. Prior to the school visits, the researchers prepared informed consent forms for Grade 12 HUMSS students, ensuring all participants are fully aware of their rights and the study's scope. Once permissions were granted, the researchers coordinate with

school administrators and asked assistance to establish a timetable for data gathering, ensuring minimal disruption to academic activities. On the week of data collection, the researchers administered the survey by providing consent, clear instructions and emphasizing the importance of anonymity to foster honest responses using printed questionnaires. During the completion of the surveys, the researchers keep their lines open to address any questions and ensure clarity. Finally, the researchers subsequently enter the data securely into a database, maintaining confidentiality throughout the process. This structured approach enhances the quality and reliability of the gathered data.

Statistical Treatment

The following are the statistical treatments used.

Frequency and percentage were used for problem 1, to examine the profile of HUMSS students in terms of socio-economic status, academic performance, and proximity to JBLCF-Bacolod.

Mean and Standard Deviation were used to determine the extent of recruitment strategies, awareness, and effectiveness of the recruitment strategies. To interpret the mean the following mean scale were used:

Table 1 extent of Recruitment Strategies

Rating	Verbal Interpretation	Description
1.00 − 1.80	Not at all	Never encountered
1.81 − 2.60	Rarely	Encountered only once (1)
2.61 − 3.40	Sometimes	Encountered twice (2)
3.41 − 4.20	Often	Encountered thrice (3)
4.21 − 5.00	Very Often	Encountered more than thrice

Table 2 Awareness of Humss

Rating	Verbal Interpretation	Description
1.00 − 1.80	Not aware	Low level of awareness
1.81 − 2.60	Slightly aware	Minimal or basic level of awareness
2.61 − 3.40	Moderately aware	Moderate level of awareness
3.41 − 4.20	Very aware	Good level of awareness
4.21 − 5.00	Extremely aware	High level of awareness

Table 3 effectiveness of Recruitment Strategies

Rating	Verbal Interpretation	Description
1.00 − 1.80	Not effective	Lowest level of effectiveness; completely ineffective in choosing your future career
1.81 − 2.60	Slightly effective	Minimal level of effectiveness, has some positive impact but not very strong in choosing your future career
2.61 − 3.40	Moderately effective	Moderate level of effectiveness, has a noticeable impact but could be improved in choosing your future career
3.41 − 4.20	Very effective	High level of effectiveness, has a positive impact in choosing their future career
4.21 − 5.00	Extremely effective	Highest level of effectiveness, has a substantial positive impact in choosing their future career

Finally, for problem 5, using the Shapiro-Wilk test for normality, the results show that the data are significant (p = .000). Hence, the data failed to satisfy the assumption for normality that it should be analyzed using a parametric test thus this study used Mann-Whitney U test and it was set at a .05 alpha level of significance.

Mann-Whitney U test was used to determine difference in the perceptions of HUMSS students on the effectiveness of these recruitment strategies when grouped according to: Socio-economic status, Academic performance and Proximity to JBLCF- Bacolod.

Ethical Considerations

The researchers respect the respondents' decision by accepting their comments or suggestions for improvement of the study. Full consent was obtained from the respondents before the study's conduct by informing them a month before the evaluation. Respondents' voluntary participation is also important and practiced by allowing them to decide whether they are going to participate in the study or not. The respondents were given freedom if they would want to withdraw from the study at any stage. Also, the researchers were force them to finish answering the questionnaire. The respondents are free to answer the questionnaire according to their knowledge without the influence of the researchers yet, with their guidance. Moreover, the protection of the privacy of research respondents' identities and answers was ensured by keeping the answered questionnaires confidential.

RESULTS AND DISCUSSION

Data in the table 4 showed that 80% of the responses received are from the low socioeconomic class, while only 20% percent are from the middle class. Academic performance-wise, 43.9% have grades of 89 or lower, while 56.1% receive grades over 89. About half of the respondents live close to JBLCF-Bacolod, while the other half live far away.

These numbers imply that the BTLEd program's recruitment efforts are primarily aimed at low-income students, who could have different criteria for making decisions than their middle-class counterparts. Economic limitations may still affect awareness and decision-making, but the even proximity distribution suggests that there are no notable geographic obstacles. The program may appeal to kids who value academic accomplishment despite economic limitations, as evidenced by the higher number of academically high-performing students.

The finding that socioeconomic status has a major impact on educational choices and access is supported by recent studies. [4] students from lower-income families are more likely to enroll at local universities, but because they have less access to information, they frequently aren't aware of particular academic programs. Even among high-achieving students, financial hardship can decrease involvement in decision-making activities such as program orientations and campus visits [37]. However, resilient low-income students with good academic records are frequently more aggressive in looking for educational options, particularly when the school has a good reputation or engages the community, according to [26].

Table 4 Profile of the Respondents

Variables	Frequency	Percentage
Socio-economic status		
Low Class *(Less than 21,194)*	144	80.0
Middle Class *(21,194 but less than 43,828)*	36	20.0
Academic Performance		
89 and below	79	43.9
Above 89	101	56.1
Proximity to JBLCF-Bacolod		
Near *(1 to 3.5 kilometers away from JBLCFB)*	90	50.0
Far *(Beyond 3.5 kilometers away from JBLCFB)*	90	50.0
Total	180	100.0

In table 5, BTLEd program's recruitment techniques are assessed as "rarely" applied, with a mean score of 2.58 (SD = 0.95) as a whole. School visits/presentations (M = 2.63) and the distribution of printed materials (M = 2.67) had the highest ratings of any strategy, both of which were classified as "Sometimes." Other tactics, such

as job fairs (M = 2.44), online marketing (M = 2.58), and scholarship promotions (M = 2.56), were ranked as "Rarely."

According to this, the BTLEd program's existing recruitment tactics are not being used consistently or vigorously. A dependence on traditional outreach with less attention to contemporary or digital channels is implied by the somewhat superior results of traditional tactics (such as school visits and flyers). The program might lose out on chances to draw in a larger and more varied student body if these trends persist, particularly among tech-savvy students who react well to internet marketing.

Table 5 Extent of Recruitment Strategies for Btled When Taken as A Whole

Indicators	As a whole		
	M	SD	Interpretation
School Visits and Presentation	2.63	1.23	Sometimes
Career Fairs and Open House Events	2.44	1.10	Rarely
Online Marketing Campaigns	2.58	1.15	Rarely
Distribution of printed materials (flyers, pamphlets, brochures)	2.67	1.20	Sometimes
Scholarships/voucher	2.56	1.27	Rarely
As a whole	2.58	0.95	Rarely

When categorized by socioeconomic position (Table 6), middle-class students (M = 2.74) thought that recruitment tactics were employed a little more frequently than low-class students (M = 2.54). Middle-class students viewed strategies like school visits, career fairs, and online marketing campaigns as "Sometimes" implemented, indicating slightly better exposure than their low-income counterparts, who rated most strategies as "Rarely" used, even though both groups rated the overall extent of recruitment as "Rarely."

This implies that middle-class students are being reached more successfully by the current recruitment tactics, perhaps because of easier access to informational materials, digital resources, and school events. Barriers relating to resources or infrastructure may be the cause of low-income pupils' restricted exposure. The discrepancy in understanding emphasizes the necessity of inclusive hiring practices that particularly address low socioeconomic groups' access constraints.

Due to their schools' access to outside programs and online resources, middle-class pupils are more commonly targeted by recruitment efforts, according to [34]. In a similar vein, [5] discovered that because of their lack of institutional support and internet connectivity, low-income students frequently rely more on conventional, in-person interactions. On the other hand, [15] promoted community-integrated outreach, which they found to be successful in closing the socioeconomic communication gap. They did this by utilizing printed materials, barangay events, and local influencers. According to this research, ensuring equity in hiring necessitates not only a variety of approaches but also conscious customization to the unique circumstances of every socioeconomic group.

Table 6 Extent of Recruitment Strategies For Btled When Group According to Socio-Economic

Indicators	Socio-Economic Status					
	Low Class			Middle Class		
	M	SD	INT	M	SD	INT
School Visits and Presentation	2.59	1.19	Rarely	2.81	1.39	Sometimes
Career Fairs and Open House Events	2.35	1.01	Rarely	2.83	1.36	Sometimes
Online Marketing Campaigns	2.52	1.15	Rarely	2.81	1.14	Sometimes
Distribution of printed materials (flyers, pamphlets, brochures)	2.65	1.17	Sometimes	2.72	1.32	Sometimes
Scholarships/voucher	2.57	1.28	Rarely	2.53	1.28	Rarely
As a whole	2.54	0.90	Rarely	2.74	1.15	Rarely

Students with grades of 89 and lower assessed the overall amount of recruitment methods slightly higher (M = 2.69, "Sometimes") than students with grades above 89 (M = 2.49, "Rarely") when grouped by academic

achievement (Table 7). Most techniques were assessed as "rarely" utilized by higher-performing students, whereas school visits, career fairs, printed materials, and scholarships were regarded as "sometimes" used by lower-performing students. This suggests that pupils who performed less academically were either exposed to or more receptive to these recruitment tactics.

The results imply that lower-performing students may respond better to existing recruitment tactics, maybe because of their greater reliance on outside assistance and institutional outreach during the decision-making process. However, high-achieving students may not find the broad techniques memorable or attractive since they may expect more academically focused or customized recruitment messaging. This suggests the necessity for diverse communication methods, in which engagement and recruiting messaging are in line with students' expectations and academic identities.

High achievers typically favor academically oriented material over general marketing strategies like fliers or campus visits, such as faculty biographies, professional placements, and curriculum depth [20]. However, because they want direction and confidence, [12] discovered that students who do worse tend to react better to visual and interpersonal recruitment techniques. According to [44], recruitment tactics that are segmented—that is, catered to distinct academic levels—are more successful in drawing in a wide variety of students. According to this research, a one-size-fits-all strategy might restrict the scope and efficacy of recruitment initiatives, particularly when it comes to high-achieving students.

Table 7 Extent of Recruitment Strategies for Btled When Grouped According to Academic Performance

Indicators	Academic Performance					
	89 and below			Above 89		
	M	SD	INT	M	SD	INT
School Visits and Presentation	2.80	1.21	Sometimes	2.50	1.23	Rarely
Career Fairs and Open House Events	2.65	0.97	Sometimes	2.29	1.17	Rarely
Online Marketing Campaigns	2.59	1.06	Rarely	2.56	1.22	Rarely
Distribution of printed materials (flyers, pamphlets, brochures)	2.76	1.18	Sometimes	2.59	1.21	Rarely
Scholarships/voucher	2.63	1.22	Sometimes	2.50	1.32	Rarely
As a whole	2.69	0.91	Sometimes	2.49	0.98	Rarely

Students who lived close to JBLCF-Bacolod reported somewhat more recruitment tactics (M = 2.67, "Sometimes") than those who lived far from campus (M = 2.48, "Rarely") when grouped by proximity (Table 8). Students who lived close by gave school visits, online marketing, printed materials, and scholarship information a "Sometimes" implementation rating, while students who lived far away gave almost all strategies—aside from school visits—a "Rarely" implementation rating. This suggests that the frequency or visibility of recruitment efforts may be impacted by one's physical proximity to the school.

These findings imply that the efficacy and visibility of recruitment activities are influenced by proximity. Perhaps as a result of more regular institutional visits or stronger school ties, students who live closer to JBLCF-Bacolod are more likely to come across promotional materials and events. Students from more distant places, on the other hand, might interact with the school less frequently, which would limit their awareness and involvement. This disparity indicates that outreach strategies in farther-flung areas need to be improved, either through community-based collaborations or remote recruitment technologies.

The idea that geographic proximity affects students' access to recruitment attempts is supported by recent studies. Due to institutional presence and logistical convenience, students in urban or close-to-campus regions report being more exposed to recruitment initiatives, according to [31]. [9] students who live in remote or rural areas frequently rely more on passive recruitment methods (such as leaflets delivered to schools) than on interactive ones like visits or career fairs. To solve this, [18] suggest utilizing hybrid outreach strategies, which include asynchronous materials, digital tools, and local school ambassadors to guarantee parity in recruiting reach. These techniques can aid in closing the awareness gap between pupils who live far away and those who live nearby.

Table 8 Extent of Recruitment Strategies When Grouped According to Proximity to Jblcf

Indicators	Proximity to JBLCFB					
	Far			Near		
	M	SD	INT	M	SD	INT
School Visits and Presentation	2.60	1.27	Rarely	2.67	1.19	Sometimes
Career Fairs and Open House Events	2.37	1.12	Rarely	2.52	1.08	Rarely
Online Marketing Campaigns	2.47	1.19	Rarely	2.69	1.10	Sometimes
Distribution of printed materials (flyers, pamphlets, brochures)	2.50	1.19	Rarely	2.83	1.18	Sometimes
Scholarships/voucher	2.49	1.37	Rarely	2.63	1.18	Sometimes
As a whole	2.48	1.05	Rarely	2.67	0.84	Sometimes

With an overall mean of 2.57 (SD = 0.94), HUMMS students showed a "Slightly Aware" level of awareness regarding the BTLEd program (Table 9). The institution JBLCF-Bacolod had the highest awareness of all the components evaluated (M = 2.96, "Moderately Aware"), followed by the BTLEd program's relevance to career goals (M = 2.46), and lastly the BTLEd program offspring (M = 2.29), which received the lowest score and was rated as "Slightly Aware".

This implies that although students have a limited institutional recognition of JBLCF-Bacolod, they are still not well-informed on the identity and goals of the BTLEd program. Although they don't specifically know what BTLEd offers or how it fits with their professional goals, students seem to be aware of the institution itself. Enrollment may be hampered by this knowledge gap, particularly for students who are unsure or considering several academic options. Program-specific awareness efforts that emphasize relevance, outcomes, and identity are necessary for recruiting to be more successful.

Research demonstrates that program enrollment is not always the result of widespread institutional awareness. [8] students frequently know the name of the school but are not well-informed about the degrees it offers, which leads to a lower program uptake rate. To help students realize the value of a particular academic path, the authors also stressed the importance of emphasizing career alignment and distinctive program elements. Conversely, [45] pointed-out that even in cases when program-level specifics are ambiguous, institutional brand strength can still affect students' decisions. However, this is more prevalent in prestigious or top-tier schools and may not be true in other situations.

Table 9 Awareness of Humss Students

Indicators	As a whole		
	M	SD	INTERPRETATION
John B. Lacson Colleges Foundation – Bacolod	2.96	1.25	Moderately Aware
The BTLED program offspring	2.29	1.02	Slightly Aware
The relevance of the BTLED program to your future career goals	2.46	1.14	Slightly Aware
As a whole	2.57	0.94	Slightly Aware

In comparison to pupils from the middle class (M = 2.36, "Slightly Aware"), those from the lower class showed somewhat more overall awareness (M = 2.62, "Moderately Aware") when categorized by socioeconomic level (Table 10). While middle-class students' awareness of the BTLEd program offspring was much lower (M = 1.89), low-income students expressed higher understanding of JBLCF-Bacolod (M = 2.95) and the significance of the BTLEd program (M = 2.53).

This finding suggests that awareness-raising initiatives might today be more well-known or well-received by low-income children, possibly as a result of increased outreach in public schools or exposure at the barangay level. However, middle-class kids may have more options for their education, which could make JBLCF's BTLEd program less appealing. The lack of focused information highlighting the program's distinct value and

career alignment may be the cause of the lower awareness of the BTLEd program itself, particularly among middle-class students.

Reference [2] shows that students from low-income families frequently depend on local institutional outreach (such as community presentations and public-school tie-ins) to become more familiar with surrounding colleges [17], on the other hand, contend that middle-class students frequently use the internet or private advice channels to obtain information, and they might pass up schools with a weak online or prestige-based presence. In support of this, [43] highlighted the significance of varied awareness tactics, pointing out that socioeconomic position affects students' prioritization of educational routes in addition to their access to information.

Table 10 Awareness of Humss Students When Grouped According to Socio-Economic Status

| Indicators | Socio-Economic Status | | | | | |
| | Low Class | | | Middle Class | | |
	M	SD	INT	M	SD	INT
John B. Lacson Colleges Foundation – Bacolod	2.95	1.26	Moderately Aware	3.00	1.22	Moderately Aware
The BTLED program offspring	2.39	1.02	Slightly Aware	1.89	0.92	Slightly Aware
The relevance of the BTLED program to your future career goals	2.53	1.12	Slightly Aware	2.19	1.17	Slightly Aware
As a whole	2.62	0.93	Moderately Aware	2.36	0.97	Slightly Aware

In comparison to students who performed better than 89 (M = 2.50, "Slightly Aware"), those who performed worse demonstrated a somewhat higher overall knowledge of the BTLEd program (M = 2.66, "Moderately Aware") (Table 11). While higher-performing students had comparatively lower knowledge across all metrics, the lower-performing group also expressed stronger awareness of the BTLEd program offspring (M = 2.46) and its relevance to future jobs (M = 2.68).

This implies that existing awareness and recruitment campaigns might be more appropriately aimed, consciously or unconsciously, toward kids who achieve averagely or worse academically. Higher-achieving students may be less aware of the BTLEd program, which could be explained by their desire for more prestigious or intellectually challenging programs and institutions. Awareness campaigns may need to highlight academic achievement, career advancement, and distinctive program features in order to draw in top-performing students.

High-achieving students commonly look for specific, academically focused information, such as faculty credentials, certification, and competitive program outcomes, which are usually underrepresented in general awareness efforts claim [11] On the other hand, Padua and Enriquez (2021) discovered that students who do worse academically are more receptive to recruitment materials that are clear and approachable, especially those that emphasize institutional accessibility and job stability. Additionally, academic segmentation is advised by [10], marketing campaigns to make sure that high-achieving students find value in programs that could otherwise be thought of as mid-tier or vocational in focus.

Table 11 Awareness of Humss Students When Grouped According to Academic Performance

| Indicators | Academic Performance | | | | | |
| | 89 and below | | | Above 89 | | |
	M	SD	INT	M	SD	INT
John B. Lacson Colleges Foundation – Bacolod	2.85	1.26	Moderately Aware	3.05	1.24	Moderately Aware
The BTLED program offspring	2.46	1.06	Slightly Aware	2.16	0.97	Slightly Aware
The relevance of the BTLED program to your future career goals	2.68	1.18	Moderately Aware	2.29	1.07	Slightly Aware
As a whole	2.66	0.99	Moderately Aware	2.50	0.90	Slightly Aware

The total awareness of the BTLEd program was slightly higher among students who lived close to JBLCF-Bacolod (M = 2.64, "Moderately Aware") than among those who lived far away (M = 2.50, "Slightly Aware") (Table 12). The BTLEd program and its professional relevance were more well-known to students who lived close to the school, whereas students from farther away showed comparatively lower awareness levels across all metrics.

This implies that students' exposure to program-specific information is positively impacted by proximity. Being closer to the institution means that you will probably interact with its branding, school visits, printed materials, and maybe even word-of-mouth marketing more frequently. However, students who live farther away might not be able to participate directly, which would limit their exposure to the program. JBLCF may need to expand its digital and school-partnered outreach in more remote areas in order to raise awareness across regions.

According to [42], students' awareness of institutional programs is significantly influenced by their geographic closeness, particularly when recruitment is concentrated in nearby regions or urban areas. [6] highlighted that students in isolated or outlying areas frequently encounter "recruitment deserts," where there is little access to reliable program information. However, [9], showed that regional collaborations, online orientation efforts, and mobile outreach teams can all help close awareness gaps brought on by distance. The significance of geographical fairness in recruitment communication is emphasized by these studies.

Table 12 Awareness of Humss Students When Grouped According to Proximity to Jblcf-Bacolod

Indicators	Proximity to JBLCFB					
	Far			Near		
	M	SD	INT	M	SD	INT
John B. Lacson Colleges Foundation – Bacolod	2.94	1.26	Moderately Aware	2.98	1.25	Moderately Aware
The BTLED program offspring	2.16	0.98	Slightly Aware	2.42	1.04	Slightly Aware
The relevance of the BTLED program to your future career goals	2.40	1.13	Slightly Aware	2.52	1.14	Slightly Aware
As a whole	2.50	0.98	Slightly Aware	2.64	0.90	Moderately Aware

With a mean score of 3.19 (SD = 0.92), the BTLEd program's recruitment tactics were evaluated as "Moderately Effective" overall (Table 13). The techniques that were deemed most effective were the scholarship/voucher programs (M = 3.33), job fairs/open house events (M = 3.05), school visits (M = 3.19), online marketing (M = 3.16), and the distribution of printed materials (M = 3.20).

These results suggest that while the institution's existing hiring practices are functioning as intended, they might not be reaching their full potential. Students seem to value or notice scholarship programs and printed materials the most, probably because of their obvious and immediate advantages. But none of the strategies went into the "Very Effective" area, indicating that both targeting and intensity need to be improved. The school should think about improving strategy frequency, segmentation, and alignment with student preferences in order to achieve equitable and long-term enrollment.

Current research highlights the necessity for strategic innovation while confirming the modest performance of conventional recruitment techniques. Scholarship programs have a big impact on students' decisions, especially for those from low- to middle-income backgrounds, according to [33]. Although [47] emphasized the timeless benefits of printed and in-person outreach, they also emphasized the significance of combining these with digital platforms to reach a larger audience. In order to accommodate the various settings of students, [40] suggested a mixed-mode recruitment approach that combined online advertising with local initiatives. Although they point to the need for modernization and strategic diversification, their findings corroborate the current findings.

Table 13 Effectiveness Of Recruitment Strategies

Indicators	As a whole		
	M	SD	INT
School visits and presentations	3.19	1.10	Moderately effective
Career fairs and openhouse events	3.05	1.04	Moderately Effective
Online marketing campaigns	3.16	1.08	Moderately Effective
Distribution of printed materials(flyers, pamphlets, brochures)	3.20	1.12	Moderately Effective
Scholarships/voucher	3.33	1.31	Moderately Effective
As a whole	3.19	0.92	Moderately Effective

Both low- and middle-class students evaluated the recruitment tactics as "Moderately Effective" when categorized by socioeconomic status; however, middle-class students gave the overall mean a marginally better rating (M = 3.38) than did low-class students (M = 3.14) (Table 14). Middle-class students evaluated school visits and scholarships/vouchers as "Very Effective" (M = 3.56 and M = 3.50, respectively), but low-class students only gave them "Moderately Effective" ratings (M = 3.28 and M = 3.12, respectively). This was the most noticeable difference.

These variations imply that formal recruitment efforts and opportunities may be more accessible to and advantageous for middle-class students. They may be better able to handle scholarship offers and college visits because they have larger support networks, such as guidance counselors or parents with educational backgrounds. On the other hand, low-class students can view these same tactics as beneficial but not transforming, possibly as a result of persistent comprehension or access issues. In order to guarantee that recruitment activities reach and resonate equally across socioeconomic lines, it is imperative that support structures and messaging be customized.

[25] claim that middle-class students frequently view recruitment tactics as more successful due to their increased ability to act upon the information given, particularly when resources like parental support, private consultation, or internet access are accessible. According to research by [35], low-income students frequently undertake outreach programs or scholarships because of a lack of knowledge, application literacy, or system trust. [13] suggest integrating recruitment efforts into community-based initiatives and making sure that resources are available to vulnerable families in their native tongue and culture to bridge this gap.

Table 14 Effectiveness tf Recruitment Strategies When Grouped According To Socio-Ecomi C Status

Indicators	Socio-Economic Status					
	Low Class			Middle Class		
	M	SD	INT	M	SD	INT
School visits and presentations	3.12	1.12	Moderately Effective	3.50	1.00	Very Effective
Career fairs and openhouse events	2.98	1.05	Moderately Effective	3.33	0.96	Moderately Effective
Online marketing campaigns	3.12	1.13	Moderately Effective	3.28	0.85	Moderately Effective
Distribution of printed materials (flyers, pamphlets, brochures)	3.19	1.15	Moderately Effective	3.22	0.99	Moderately Effective
Scholarships/voucher	3.28	1.34	Moderately Effective	3.56	1.18	Very Effective
As a whole	3.14	0.94	Moderately Effective	3.38	0.84	Moderately Effective

When categorized by academic achievement, students who scored higher than 89 thought the recruitment tactics were marginally more successful (M = 3.30, "Moderately Effective") than those who scored lower (M = 3.05,

"Moderately Effective") (Table 15). Notably, students who performed better academically gave scholarships and vouchers a rating of "Very Effective" (M = 3.50), while those who performed worse gave them a rating of "Moderately Effective" (M = 3.13). Similar trends can be seen in other tactics, such as school visits and printed materials, where the high-performing group was regularly rated as more successful.

These findings imply that students who perform better academically might be more receptive to institutional recruitment tactics. They may be able to recognize and act upon the benefits of programs like academic presentations and scholarships as a result of increased motivation, self-directed research activity, or more defined educational goals. However, in order to understand the significance of these opportunities, students who perform worse academically may require more proactive supervision and clearer messaging. These results emphasize the necessity of differentiated messaging: information that is intellectually motivated for high achievers and content that is encouraging and builds confidence for people with less impressive academic records.

According to [46], high achievers are more likely to interact with information about scholarships, job options, and school reputation, which enhances their opinion of the efficacy of recruitment tactics. According to [39], if recruitment materials don't offer individualized or peer-based help, underachievers may feel intimidated or alienated. Additionally, [41] stressed that in order to ensure that the content is relevant to all academic levels, effective recruitment must consider not only the delivery modality but also the target students' cognitive and motivational characteristics.

Table 15 Effectiveness of Recruitment Strategies When Grouped According To Academic Performance

| Indicators | Academic Performance | | | | | |
| | 89 and below | | | Above 89 | | |
	M	SD	INT	M	SD	INT
School visits and presentations	3.05	1.15	Moderately Effective	3.31	1.06	Moderately Effective
Career fairs and openhouse events	2.99	1.06	Moderately Effective	3.10	1.03	Moderately Effective
Online marketing campaigns	3.04	1.15	Moderately Effective	3.25	1.02	Moderately Effective
Distribution of printed materials (flyers, pamphlets, brochures)	3.04	1.11	Moderately Effective	3.33	1.11	Moderately Effective
Scholarships/voucher	3.13	1.31	Moderately Effective	3.50	1.29	Very Effective
As a whole	3.05	0.97	Moderately Effective	3.30	0.88	Moderately Effective

The recruitment tactics were assessed as somewhat more successful by students who lived distant from JBLCF-Bacolod (M = 3.24, "Moderately Effective") than by those who lived close to the university (M = 3.13, "Moderately Effective") (Table 16). The most significant difference is that students from farther away gave the scholarship/voucher plan a "Very Effective" rating (M = 3.47), whereas students from closer areas gave it a "Moderately Effective" rating (M = 3.20).

Distant students' higher effectiveness ratings, particularly for scholarships, imply that inclusive policies and financial aid could be powerful incentives for students who encounter more financial and practical obstacles while trying to pursue higher education. Additionally, outreach initiatives that provide concrete chances to get past obstacles connected to distance may be more valuable to these students. Recruitment tactics may be viewed as standard or expected by students who live close to college, making them less effective. This suggests that tailoring efforts to a particular area could maximize reach, for instance, focusing on mobility and access for students who live far away, or on program excellence or career progression for students who live nearby.

Students in rural or peripheral locations are more receptive to recruitment efforts that directly address their main problems, like housing, tuition, and transportation [1]. According to [19], financial aid programs work especially well to persuade students who live far away to enroll because they provide both financial relief and an indication of the institution's dedication. However, [36] warned that unless they provide fresh or prestige-driven incentives, students who live close to cities frequently view recruitment efforts as monotonous. These results support the importance of sophisticated, site-specific hiring practices.

Table 16 Effectiveness Of Recruitment Strategies When Grouped According To Proximity To Jblcf-B

| Indicators | Proximity to JBLCFB | | | | | |
| | Far | | | Near | | |
	M	SD	INT	M	SD	INT
School visits and presentations	3.31	1.07	Moderately Effective	3.08	1.13	Moderately Effective
Career fairs and openhouse events	3.11	1.10	Moderately Effective	2.99	0.99	Moderately Effective
Online marketing campaigns	3.14	1.11	Moderately Effective	3.17	1.06	Moderately Effective
Distribution of printed materials(flyers, pamphlets, brochures)	3.17	1.13	Moderately Effective	3.23	1.11	Moderately Effective
Scholarships/voucher	3.47	1.33	Very Effective	3.20	1.29	Moderately Effective
As a whole	3.24	0.93	Moderately Effective	3.13	0.92	Moderately Effective

The results show that when recruitment tactics are categorized by socioeconomic status and vicinity to JBLCF-Bacolod, there is no statistically significant variation in the perceived success of these strategies (Table 17). However, when students were categorized according to their academic achievement, a significant difference was seen, particularly for the open house and career fair strategy (U = 3145.0, p = 0.011). This indicates that although all other groups and techniques produced p-values greater than 0.05, suggesting no significant differences, students with varying academic performance levels view the efficacy of this strategy differently.

These findings imply that the majority of hiring practices are seen similarly by various socioeconomic and geographic groups, which could be indicative of a generally inclusive strategy. But there may be a mismatch between how professional events are planned and how students with different levels of academic achievement react to them, as seen by the notable academic performance-based variance in career fairs. High achievers, for example, would seek out more career-focused, specialized possibilities, whereas lower achievers might choose more accessible or broad knowledge. This emphasizes the necessity of differentiating recruitment activities so that the tone and substance match the target students' academic profiles.

While other students might concentrate on admission standards and financial aid, academically brighter students are more likely to look for deeper insights from professional events, such as program comparisons, graduate outcomes, and internship chances, according to [29]. Similar to this, [38] discovered that unless they include customized material, like industry panels or specialized breakout sessions, broad career fairs are frequently insufficient to interest high-performing students. On the other hand, [3] contend that inclusive career events that offer several access points (such as mentoring booths, scholarship stations, and guided tours) can benefit students from all academic levels if they are properly facilitated.

Table 17 Significant Difference In The Perception Of Students On The Effectiveness Of The Recruitment Strategies When Grouped According To Socio-Economic Status

| Strategies | Socio-Economic Status | | | Academic Performance | | | Proximity to JBLCFB | | |
	U	p	Int	U	P	Int	U	p	Int
School Visits and Presentation	2407.5	0.497	Not significant	3459.5	0.116	Not significant	3914.5	0.690	Not significant
Career Fairs and Open House Events	2091.5	0.063	Not significant	3145.0	0.011	Significant	3739.5	0.356	Not significant
Online Marketing Campaigns	2239.5	0.193	Not significant	3928.5	0.856	Not significant	3596.5	0.181	Not significant
Distribution of printed materials (flyers, pamphlets, brochures)	2586.0	0.982	Not significant	3700.0	0.390	Not significant	3411.0	0.059	Not significant
Scholarships/voucher	2535.0	0.834	Not significant	3709.5	0.407	Not significant	3694.5	0.296	Not significant
As a whole	2384.5	0.457	Not significant	3551.5	0.206	Not significant	3658.5	0.261	Not significant

Development of the Marketing Plan

The marketing plan for the Bachelor of Technology and Livelihood Education (BTLEd) program at John B. Lacson Colleges Foundation–Bacolod was developed through a systematic approach based on extensive research. The identified problem was the low enrollment of Humanities and Social Sciences (HUMSS) students in the BTLEd program, primarily due to a lack of awareness and misconceptions about its relevance and career opportunities. To tackle this issue, researchers conducted a survey of 180 Grade 12 HUMSS students from six senior high schools in Bacolod City.

The researchers collected data on various factors, including socioeconomic status, academic performance, proximity to the school, and their awareness of current recruitment methods. Analysis showed that recruitment efforts were considered moderately effective, with scholarships and printed materials resonating most with middle-class and high-achieving students. The findings also indicated that different approaches would be needed to meet the needs of students.

In response, the researchers created a targeted marketing plan that segmented students based on socioeconomic background, academic performance, and location. For example, low-income students would receive clear information about financial aid, while middle-class and high-performing students would see messages highlighting academic success and career opportunities. Strategies that provide in-person engagement for local students, while remote, digital methods would reach those farther away. The marketing plan combined traditional and modern approaches. These included interactive school visits with demonstrations and talks, promotional materials, and community roadshows. Digital initiatives included a dedicated BTLEd website, targeted social media campaigns, and engaging short videos. It is essential to promote scholarship programs across all platforms. Moreover, integrating on-the-spot evaluations into campus visits and virtual meetings will enhance the overall experience and effectiveness of our outreach efforts.

The plan further highlighted the importance of awareness campaigns themed Build Your Future with BTLEd. This initiative aims to foster collaboration with HUMSS teachers to effectively integrate BTLEd content into their lesson plans, enhancing students' understanding and engagement. The implementation timeline should start with material development and school coordination, followed by digital launches and community outreach. It is essential to establish a comprehensive monitoring and evaluation framework that includes post-engagement surveys, analytics from the website and social media platforms, tracking of enrollment trends, and feedback mechanisms from students and school alliances. This approach will ensure a thorough assessment of effectiveness and continuous improvement of enrollment for the BTLEd program among HUMSS students.

Marketing Plan for BTLEd Recruitment among HUMSS Students

Context

The Bachelor of Technology and Livelihood Education (BTLEd) program at John B. Lacson Colleges Foundation – Bacolod is experiencing low enrollment, particularly among HUMSS students. The study revealed that current recruitment strategies are applied infrequently, with limited reach and effectiveness. Traditional methods dominate, and digital engagement is underutilized.

Rationale

Given that most students are only slightly aware of the BTLEd program, and existing strategies are only moderately effective, there is a critical need for a segmented and modernized recruitment plan. This plan should consider students' socioeconomic status, academic performance, and proximity to the institution. The goal is to enhance awareness, improve engagement, and increase enrollment in the BTLEd program.

Objectives

1. Increase awareness of the BTLEd program among HUMSS students by 30% within one academic year.
2. Improve the effectiveness of recruitment strategies through targeted digital and in-person outreach.
3. Boost enrollment in the BTLEd program by at least 20% by the next academic year.

4. Establish partnerships with at least 5 senior high schools to integrate BTLEd exposure in career guidance.

Table 18 Comprehensive Marketing Strategy Table

Area of Concern	Activity Objectives	Parties Involved	Budget (PHP)	Timetable	Key Performance Indicators (KPIs)
Low awareness of BTLEd program	Launch "Build Your Future with BTLEd" awareness campaign via FB, IG, TikTok	Marketing Officer, IT Dept., Program Heads	25,000	Aug–Sept 2025	25% increase in online impressions; 15% increase in student inquiries
Limited reach of school visits	Conduct interactive BTLEd presentations in 6 partner HUMSS schools	Faculty, Student Ambassadors	30,000	Oct–Nov 2025	6 career talks completed: Pre-survey vs post-survey awareness boost
Lack of engaging digital content	Develop video testimonials and virtual tours featuring BTLEd students/alumni	Media Team, Alumni Office	20,000	Sept–Oct 2025	3 videos produced and shared: 1,000 combined views within 2 months
Minimal career alignment visibility	Distribute BTLEd Career Path brochures and success stories	Program Chairs, Guidance Offices	15,000	Aug–Oct 2025	Brochures distributed to 10 schools; student survey feedback collected
Geographic accessibility gap	Host Barangay-Based Info Sessions and mobile booths in far areas	Extension Office, Barangay Leaders	20,000	Nov 2025–Jan 2026	3 sessions held; feedback from attendees gathered
Financial concerns of students	Highlight Scholarship and Voucher Programs in all materials	Finance Office, Admissions Office	5,000	Aug–Nov 2025	20% increase in scholarship applications from target schools
Lack of academic prestige perception	Integrate faculty achievements and industry links in campaigns	Program Coordinators, Academic Affairs	5,000	Sept–Nov 2025	3 published faculty profiles; mentioned in at least 2 online channels
Weak SHS integration	Partner with HUMSS teachers to integrate BTLEd-related lessons in career guidance	SHS Coordinators, BTLEd Faculty	10,000	Sept–Dec 2025	MoUs signed with 5 SHS; teaching guides distributed
Poor tracking of recruitment outcomes	Implement post-event surveys and digital analytics tracking	Research, Marketing Analyst	5,000	Continuous	Monthly reports generated; adjustments made based on feedback
Unbalanced focus across student profiles	Design targeted messaging for high achievers, low-income students, and nearby/far SHS	Marketing & Admissions Team	10,000	Sept–Dec 2025	3 segmented content sets created: positive feedback from focus groups

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

According to the study, the majority of participants (80%) came from low socioeconomic backgrounds, and more than half (56.1%) had academic performance ratings higher than 89. Respondents' geographic distribution was evenly distributed between those who lived close to and those who lived far from JBLCF-Bacolod. With a mean

score of 2.58, the overall application of recruitment methods was evaluated as "rarely" applied. Compared to modern strategies like internet marketing campaigns and career fairs, traditional strategies like school visits and the distribution of printed materials were used more frequently. Disaggregated by academic performance, socioeconomic status, and school proximity, pupils in the middle class and those with strong academic standing reported slightly higher exposure to recruitment tactics. In comparison to students from farther away, those who lived close to JBLCF-Bacolod also reported higher levels of recruitment engagement.

Overall, students' perceptions of the BTLEd program were "slightly aware", indicating poor knowledge. Pupils showed more knowledge about JBLCF-Bacolod than they did of the BTLEd program or how it related to their intended future careers. Significantly, kids from lower-income and academically underperforming groups exhibited somewhat greater awareness, maybe because of greater exposure to outreach initiatives in community or public-school settings.

The efficacy of the recruitment tactics was assessed as "moderately effective". Scholarships and printed materials were thought to be the most successful of the techniques, especially by middle-class and intellectually accomplished students. Only the perception of career fairs and open house events showed a significant difference, with students categorized by academic performance expressing varying degrees of effectiveness. This implies that different student profiles have different opinions about recruitment activities.

CONCLUSIONS

The results show that the JBLCF-Bacolod BTLEd program's recruitment tactics are limited in frequency and scope, especially when it comes to addressing various student groups. Traditional approaches are still somewhat successful, but their potential influence is limited by their lack of focus on digital engagement and customized messaging. Due to their general lack of awareness of the BTLEd program, students may be less interested in enrolling. A one-size-fits-all recruitment strategy is also insufficient, as evidenced by differences in awareness and efficacy judgments across socioeconomic, academic, and geographic lines. The need of matching recruitment content to students' individual needs and expectations is underscored by the statistically significant variation in job fair efficacy based on academic success.

RECOMMENDATIONS

It is advised that the BTLEd program expand and strengthen its outreach tactics in order to increase recruitment results. Visibility among tech-savvy students can be increased by bolstering digital engagement through focused social media advertising, engaging online content, and virtual orientations. Furthermore, integrating community-integrated outreach with more conventional methods like school visits and printed materials would assist guarantee greater accessibility and inclusivity, particularly in underprivileged or isolated locations.

Campaigns to raise awareness should concentrate on outlining the BTLEd program's unique features, advantages, and career alignment. Messages ought to be tailored to the demographics of the students. While lower-performing or low-income students can benefit from easily accessible, confidence-boosting materials and information about financial support, high-achieving students might react better to content that emphasizes academic rigor and career pathways.

Additionally, outreach initiatives must be carefully extended into remote communities by forming alliances with nearby barangays and schools. Bridging exposure gaps can be achieved by utilizing hybrid approaches, which combine in-person interaction with digital and printed formats. Lastly, to make sure that recruitment activities are effective and relevant, they should be continuously evaluated. The school will be able to improve its strategy in accordance with changing student demands thanks to data-driven changes and feedback channels.

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