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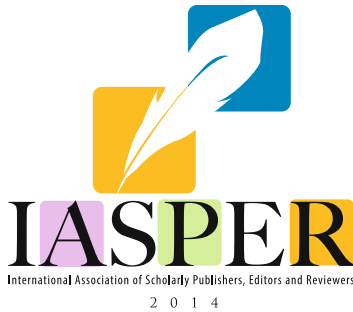
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Performance Evaluation of Local Government Support Program Mudfish Cabinet Dryer

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ABSTRACT

This study was conducted to evaluate the performance of Local Government Support Program Mudfish (LGSP) mudfish dryer in Poblacion, Loreto, Agusan del Sur and to determine its drying efficiency and the quality of dried mudfish commonly known as “daing” or “tahay” by its quality and appearance. The LGSP mudfish dryer having an average drying efficiency of 39.39% could be ignited within 50 seconds. It's drying time varied at different temperature. The moisture reduction of the mudfish samples varied among the three layers of the dryer, but it did not vary significantly on three levels of temperature. The results revealed that at 40°C and 50°C, the color of dried mudfish turned reddish white; but, when the temperature was increased to 60°C, it turned reddish brown. Hence, the dryer performed with efficiency at a short period of time when a high temperature would be applied.

KEYWORDS

Agricultural engineering, mudfish cabinet dryer, descriptive-evaluative design, Caraga, Philippines

INTRODUCTION

Drying is the oldest and cheapest method of preservation. A lot of people in the world use the method of preserving food for storage. The presence of heat removes the moisture content that can cause spoilage in a short period of time. Since heat is core in the process, it reduces the weight and size that makes easier for packaging and transporting of food products to other places.

In the United States of America, McWilliam (2012) found that the original method of food preservation has been practiced for over 300 years now. While some consumers apply it, other food industries use dehydration rather extensively. The commercial method which is used by some food industries includes drum drying, spray drying, freeze drying, rotary drying, cabinet drying, and tunnel drying.

In the Philippines, Soriano (2010) explained that the importance of applying food preservation method is brought about by the climate condition of the province of Agusan del Sur. According to PAG-ASA, the province is categorized by an even distribution of rainfall with no marked seasonality, no pronounced dry season. A wet season with heavy precipitation occurs from the month of December to early part of March.

In Loreto, one of the municipalities of Agusan del Sur, lakes, rivers, and streams occupying a portion of the Agusan marsh are abundant of mudfish, tilapia, catfish and other inland water natural resources. Thus, most people were engaged in fishing businesses as their primary source of income. Though market demand of mudfish in the locality, ranges from 100 to 110 kilogram per week, it is sad to note that supplies could not satisfy or meet the needs because of unfavorable climatic condition in processing, and non-availability of drying facilities and equipment.

For this reason, the LGU of Loreto came up with a decision to design a mudfish dryer. With the assistance of LGSP, a cabinet dryer was constructed to address the situation and support the program of the government in promoting/exporting good quality dried mudfish.

OBJECTIVES OF THE STUDY

The main objective of the study was to assess the drying performance of the Local Government Support Program cabinet mudfish dryer. Specifically, the study aimed to achieve the following objectives:

1. To determine the drying efficiency of the cabinet mudfish dryer;
2. To determine the quality of dried mudfish as characterized by its physical appearance; and,

3. To generate recommendations based on the findings.

METHODOLOGY

Research Design

The study used descriptive – evaluative research design. According to Cristobal and Dela Cruz-Cristobal (2013), this design involves making judgment of worth or value. It allows the researcher to delineate, obtain, and provide information that is useful for judging decision alternatives when conducting a program or service. The evaluative design form can be formative (process) or summative (outcome).

In this study, the researcher evaluated the drying performance of LGSP cabinet mudfish dryer; hence, the design was summative as it aimed to determine the drying efficiency of the dryer based on the quality of dried mudfish produced in terms of its physical appearance.

Research Site

The study was conducted beside the public market of Barangay Poblacion, Loreto, Agusan del Sur. Loreto, officially the Municipality of Loreto, is the 1st class municipality in the province of Agusan del Sur, Philippines. According to the 2015 census, it has a population of 42,501 people (Municipality of Loreto, 2012).

In the same source, it was written that sometime in 1880, the Spaniards first came to the upper reaches of Agusan del Sur and discovered the Manobos. In convincing the Manobos to organize themselves and lived in a settlement, they named it “Loreto” in remembrance of Fr. Urios town in Spain on March 30, 1965.

On a rainy morning of January 13, 2012, Loreto became nationally notable when it became the site of rain of fish. Seventy-two small fish were recovered and placed in an aquarium. They were about 3 inches (7.6 cm) long and had small spots, but the species remains unknown. The Bureau of Fisheries and Aquatic Resources attributed the phenomenon to a waterspout (Fish rain down on Agusan del Sur Town, 2012).

Loreto as one of the municipalities of Agusan del Sur, Philippines comprises lakes, rivers, streams occupying a portion of the Agusan March which are abundant of mudfish, tilapia, catfish and other inland water natural resources. Thus, most people are engaged in fishing businesses as their primary source of income.

Market demand of mudfish in the locality ranges from 100 to 110 kilogram per week but sad to note that supplies could not satisfy or meet these

needs because of unfavorable climatic conditions in processing, and non-availability of drying facilities and equipment.

Data Collection

The fish dryer was made of reinforced concrete with dimensions of 1.83 X 2.44 in meters, a gable roof type located beside the public market of Barangay Poblacion, Loreto, Agusan del Sur. The dryer was composed of a heat exchanger made of 2 steel drums connected with an inside diameter of 60 cm. It comprised of three (3) layer – trays made of lumber and wire screen spaced apart. The lower tray was 62 cm from the heat exchanger. It had a capacity of 12 kilograms. Firewood was utilized as a fuel in this type of dryer.

The preparation before drying included weighing of mudfish, removal of scales, tails, and fins, cleaning with water, and removal of fish bile. Partly, the mudfish was sliced longitudinally in two halves removing the internal organs and finally cleaning with water. The sliced mudfish was then washed in a mixture of water and sprite soft drink and marinated into a mixture of salt, vinegar with water for an hour prior to drying.

On drying of mudfish, the marinated samples were arranged into three layers of a tray having 12 kilograms each and subjected to different levels of temperatures as treatment. The weight reduction of mudfish was observed and recorded every two (2) hours until it attained a quality dried fish ready for market.

The drying efficiency of the Local Government Support Program dryer was determined using the formula:

$$\text{Eff.} = \text{Output/Input} \times 100\%$$

The following data were also considered for collection, drying temperature, weight of mudfish before and after drying, the fuel consumption, and color of dried fish.

The quality of dried mudfish was categorized according to its color and appearance. It was classified using the following color index: 1 – dirty white; 2 – reddish white; and 3 – reddish brown.

Statistical Techniques

All data gathered were analyzed using the Analysis of Variance (ANOVA) of Randomized Complete Block Design (RCBD).

RESULTS AND DISCUSSION

Drying Efficiency

Table 1a shows the drying efficiency of the LGSP mudfish cabinet dryer. Result reveals that the drying efficiency does not vary significantly on the three temperature trials. An operating temperature of 50°C gives the drying efficiency of 40.81% while 40°C obtains 39.46% and 60°C has the lowest drying efficiency of 37.91%.

Table 1a. Drying efficiency (%) of LGSP dryer in different layers at specified temperatures

Treatment	LAYER			TOTAL	MEAN
	I	II	III		
T1 (40°C)	33.75	40.83	43.75	118.33	39.44
T2 (50°C)	35.92	40.67	45.83	122.42	40.81
T3 (60°C)	34.58	39.58	39.58	113.74	37.91
Total	104.25	121.08	129.16		
Grand Total				354.49	
Grand Mean					39.39

Analysis of Variance in Table 1b reveals that the result of drying efficiency is not significant as affected by different temperature.

Table 1b. Analysis of Variance of drying efficiency of the LGSP dryer at specific temperature

SV	df	SS	MS	Comp.F	Tab.F	
					5%	1%
Replication	2	107.67	53.835			
Treatment	2	12.57	6.285			
Ex.Error	4	11.01	2.753	2.28 ns	6.44	18.00
Total	8	131.25				

ns: not significant

C.V. = 4.21%

Total Weight Loss of Mudfish

Table 2a shows the total weight loss of drying mudfish. Result reveals that the weight loss of mudfish does not vary significantly on the three (3) temperature trials. An operating temperature of 50°C gives the lowest

weight loss of mudfish with 40.10 kg among the 40°C with 7.27 kg. and 60°C with 7.45 kg. The average mean of all trials is 7.273 kg.

Table 2a. Total weight loss (kg) of mudfish placed in different layers at specified temperature

Treatment	LAYER			TOTAL	MEAN
	I	II	III		
T1 (40°C)	7.95	7.1	6.75	21.8	7.27
T2 (50°C)	7.69	7.12	6.5	21.31	7.10
T3 (60°C)	7.85	7.25	7.25	22.35	7.45
Total	23.49	21.47	20.5		
GRAND TOTAL				65.46	
GRAND MEAN					7.273

The result of the Analysis of Variance in Table 2b shows that the weight loss of mudfish is not significant to the different temperatures applied.

Table 2b. Analysis of Variance of drying efficiency of the LGSP dryer at specific temperature

SV	df	SS	MS	Comp.F	Tab.F	
					5%	1%
Replication	2	1.55	0.775			
Treatment	2	0.18	0.09			
Ex. Error	4	0.1606	0.04015	2.24 ns	6.44	18.00
Total	8	1.8906				

ns: not significant

C.V. =2.75%

Dry Weight of Mudfish

As shown in Table 3a, the dry weight of mudfish does not vary significantly on three (3) different temperature. The dry weight of mudfish at 40°C is 4.733 kg; at 50°C is 4.897 kg; and, at 60°C is 4.55 kg.

Table 3a. Average results of three trials that the dry weight of mudfish placed in different layers of LGSP dryer at specified temperature

Treatment	LAYER			TOTAL	MEAN
	I	II	III		
T1 (40°C)	4.05	4.9	5.25	14.2	4.733
T2 (50°C)	4.31	4.88	5.5	14.69	4.897
T3 (60°C)	4.15	4.75	4.75	13.65	4.55
Total	12.51	14.53	15.5		
GRAND TOTAL				42.54	
GRAND MEAN					4.7267

The Analysis of Variance in Table 3b reveals that the dry weight of mudfish is not significantly different on the different temperature applied.

Table 3b. Analysis of Variance on the weight of mudfish (LGSP) dryer at a specific temperature

SV	df	SS	MS	Comp.F	Tab.F	
					5%	1%
Replication	2	10.5513	0.77565			
Treatment	2	0.1805	0.045			
Ex. Error	4	0.1588	0.0265	1.7ns	6.44	18.00
Total	8	1.8906				

ns: not significant

C.V. = 3.44%

Number of Hours of Drying Ready for Market

Table 4a shows the number of hours of drying ready for market. Result reveals that the number of hours of drying does not vary significantly on the three (3) temperature trials. In 60°C temperature, the operating time is 6 hours; at 50°C is 10 hours; and at 40°C is 12 hours. The mean average of the trials is 9.33 hours.

Table 4a. Average results of drying hour in the LGSP dryer at a specified temperature, ready for market

Treatment	LAYER			TOTAL	MEAN
	I	II	III		
T1 (40°C)	12	12	12	36	12
T2 (50°C)	10	10	10	30	10
T3 (60°C)	6	6	6	18	6
Total	28	28	28		
GRAND TOTAL				84	
GRAND MEAN					9.33

Analysis of Variance in Table 4b reveals that the number of hours for drying ready for market is not significant as affected by different temperatures.

Table 4b. Analysis of Variance on the number of hours of drying for market-able product

SV	df	SS	MS	Comp.F	Tab.F	
					5%	1%
Replication	2	0				
Treatment	2	56				
Ex. Error	4	0		∞	6.44	18.00
Total	8	56				

Color of Mudfish

Table 5a shows the color of dried mudfish. Result reveals that the color of dried mudfish at temperature of 40°C is reddish white. The color of dried mudfish at a temperature of 50°C and 60°C is reddish brown. The mean average of the trials is reddish brown in color.

Table 5a. Average results of three trials of gathering the color of dried mudfish on different layers of the LGSP dryer at specified temperature

Treatment	LAYER			TOTAL	MEAN
	I	II	III		
T1 (40°C)	3	2.4	1.6	7	2.33
T2 (50°C)	3	2.6	2.4	8	2.67
T3 (60°C)	3	3	3	9	3
Total	9	8	7		
GRAND TOTAL				24	
GRAND MEAN					2.69

Analysis of Variance in Table 5b reveals that the color of mudfish is not significant for all trials.

Table 5b. Analysis of Variance on the color of mudfish on the LGSP dryer at specific temperature

SV	df	SS	MS	Comp.F	Tab.F	
					5%	1%
Replication	2	0.67	0.335			
Treatment	2	0.67	0.335			
Ex. Error	4	0.50	0.125	2.68 ns	6.44	18.00
Total	8	1.84				

CONCLUSION

The dryer can be operated using different levels of temperatures. Its capacity increases when a high temperature is used, without any significant difference in the color of mudfish and its efficiency. Also, it is efficient to dry the mudfish at a short period of time when applying a high temperature. Therefore, 60°C is the best temperature to be used for the LGSP mudfish dryer.

On these bases, the layer tray may be interchanged in every two hours so that the mudfish in the tray receives equal amount of heat during the operation. Likewise, an additional tray layer may be constructed to add the capacity of the dryer.

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Reflections of Selected Lawyers on their Law School Experience: Implications to Quality Legal Education in Negros Oriental, Philippines

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ABSTRACT

The study explored the reflections of selected lawyers on their law school experience and its implications to quality legal education in the Province of Negros Oriental. From the data gathered in the one-to-one interviews and the analyses conducted, it was found out that the largest number of respondents claimed that they attended law school to help people. The respondents identified three key purposes of law school: teaches a certain way of thinking; covers legal subject matter through substantive law courses; and prepares students for the practice of law. Moreover, the attributes of a good professor were found to be very similar to traits identified in higher and adult education research literature. The respondents also recognized the need for the law faculty to seriously consider alternate evaluation methods that would provide a better-rounded appraisal of the students' ability. The primary role of law school identified by respondents was the teaching of a certain way of thinking. Overall, law school had to ensure that the student graduated with the ability to "think like a lawyer" if the legal educational experience was to be considered successful.

KEYWORDS

Legal education, law school experience, lawyers, Philippines

INTRODUCTION

Legal education is in an era of dynamic change, yet it has not developed a clear concept of quality which could provide direction to the field. Significant changes in recent years have led to the perception that legal education is now more of an enterprise distinct from the other educational activities of the legal profession. In the words of Arthur, this perception has “made a possible conscious thought about what is being taught (at law school) and how it should be taught” (Matas & McCawley, 1987). However, there has been little evidence to justify this statement.

Considering that the elemental objective of law in a democratic country like the Philippines is the establishment of a social order that is responsive to the aspirations and welfare of the citizens, it may be imperative and prudent to assess legal education in Negros Oriental in the light of the following questions: Does it teach law students “how to live?” Does it have the capability, the necessary resources, and the imagination to teach law? To answer this question satisfactorily, the facts of present day legal education in the Philippines must first be considered.

According to Salonga (1961) “A cursory glance at the faculty list of any law school reveals that the teaching staff is almost always composed of a score of practitioners, judges, and other public officials” (Legal Education in the Philippines: An Appraisal and a Forecast). He further asserted that there is almost no difference between law schools as to curriculum, and that “teaching methods, tools, and materials, have to be devised to fit the student’s desire to pass the bar test.”

Besides, it is common knowledge that there is widespread publicity on the results of the annual bar examinations that seem to strengthen the belief that the best schools are those that perennially produce many passers if not topnotchers. This practice does not seem to encourage and independent opinion that should be the characteristic of an educated legal mind.

During law school, the quality of the teaching and educational value of specific courses is routinely assessed on a course by course basis, by students, at the end of each semester. The researcher has been unable to locate any study that asked graduates to consider, or assess, the quality of their overall legal education experience once they had commenced working in the legal profession. Research and evaluation of higher education itself

are generally considered in need of further study. This study is particularly critical as it examines an area - the education of law students - which has received almost no attention in terms of formal research in the Province of Negros Oriental.

In conducting a study of what is being taught and how it should be taught, it is important to consider the experiences of law graduates as they are in the best position to reflect upon their legal education experience and consider its quality. This is particularly important as graduates can draw upon both their educational and professional experiences to guide their assessment of legal education. Therefore, this study explored the educational experience of law schools through the perceptions of selected graduates who have since achieved the designation of becoming a lawyer whether or not they are engaged in the practice of law.

FRAMEWORK

In this study, despite considerable deviation, there are many areas of general consensus regarding the characteristics of quality legal education. The definition of 'quality' is premised in part upon the concept that "Quality is fitness for use" (Juran, 1999). Consideration is, therefore, given to how well law school facilitates the transition of the learner to the profession of law or facilitates an acceptable alternative career path in terms of the acquisition of the necessary skills, knowledge, and values. After a review of the various definitions of 'quality' from the literature, the following definition by Mayhew (1990) seems to be both appropriate and workable in the context of higher education: Quality undergraduate education consists of preparing learners through the use of words, numbers, and abstract concepts to understand, cope with, and positively influence the environment in which they find themselves.

This definition is believed to be useful in guiding the research inquiry. While it is recognized that quality takes on slightly disparate meanings in different settings, several concepts from Total Quality Management (TQM) literature are useful in framing the study of pre-professional legal education at law school. It goes without stating, therefore, that this study is anchored on the TQM principles and concepts. Please refer to Figure 1 for the Theoretical Framework.

According to Green (1994), "It is a truism to say that quality is the touchstone of education." In examining how quality might be defined and assessed in the context of law schools, the study will draw upon legal education literature, research in the field of adult and higher education and

the theory and practice of quality management. Two key concepts are the “commitment of continuous quality improvement” and the “customer” or “client” as the center or standard in determining progress towards quality.

This study is also based on pertinent provisions of Republic Act No. 7662, otherwise known as the “*Legal Education Reform Act of 1993*.” This Act explicitly declares that the policy of the State to uplift the standards of legal education to prepare law students for advocacy, counseling, problem-solving, and decision-making, to infuse in them the ethics of the legal profession; to impress on them the importance, nobility and dignity of the legal profession as an equal and indispensable partner of the Bench in the administration of justice and to develop social competence.

Towards this end, the State shall undertake appropriate reforms in the legal education system, require proper selection of law students, maintain quality among law schools, and require a legal apprenticeship and continuing legal education (Section 2).

The Act also provides under Section 3(a) the following objectives of legal education in the Philippines:

1. to prepare students for the practice of law;
2. to increase awareness among members of the legal profession of the needs of the poor, deprived and oppressed sectors of society;
3. to train persons for leadership;
4. to contribute towards the promotion and advancement of justice and the improvement of its administration, the legal system, and legal institutions in the light of the historical and contemporary development of law in the Philippines and other countries.

Most relevant to this study are following specific objectives, under Section 3(b), which the Act aims to accomplish:

1. to impart among law students a broad knowledge of the law and its various fields and legal institutions;
2. to enhance their legal research abilities to enable them to analyze, articulate and apply the law effectively, as well as to allow them to have a holistic approach to legal problems and issues;
3. to prepare law students for advocacy, counseling, problem-solving and decision-making, and to develop their ability to deal with recognized legal problems of the present and the future;
4. to develop competence in any field of law as is necessary for gainful employment or sufficient as a foundation for future training beyond the basic professional degree, and to develop in them the desire and capacity for continuing study and self-improvement;

5. to inculcate in them the ethics and responsibilities of the legal profession and to produce lawyers who conscientiously pursue the lofty goals of their profession and to fully adhere to its ethical norms.

The Philippine Bar Examination is the national licensure examination for practicing lawyers, administered by the Supreme Court of the Philippines annually. Lawyers are required to take mandatory continuing legal education (MCLE) to continue practicing their profession. However, then again, prior to taking up law school, a would-be law student must first take and pass the Philippine Law School Admission Test (PHiLSAT). The Philippine Law School Admission Test (PhiLSAT) is a standardized battery of aptitude tests designed to measure academic potential to pursue the study of law.

Pursuant to the power of the Legal Education Board (LEB) to prescribe the minimum standards for law admission under Section 7(e) of Republic Act No. 7662, entitled the “Legal Education Reform Act of 1993,” the LEB, under LEB Memorandum Order No. 7 Series of 2016, required the PhiLSAT as a prerequisite for admission to the basic law courses leading to either a Bachelor of Laws or Juris Doctor degree beginning the school year 2017 - 2018.

The Center for Educational Measurement, Inc. (CEM) has been accredited to manage the affairs and activities related to the operation of the PhiLSAT. With CEM’s experience as an educational testing agency, it was commissioned to develop the PhiLSAT, ensure the reliability and validity of the test, and uphold the confidentiality of results and integrity of its administration.

Purpose of Law School

The objectives of any education program can be classified under the three broad headings: skills, knowledge, and attitudes. All three types of objectives should be considered in the development of curriculum, but this has been a concept that the law faculty, coming from a traditional liberal university perspective, has had limited success in achieving. Legal subjects are currently taught by concentrating on a limited skill-set.

To explore the quality of the legal education experience, it is important first to establish what the former students had expected law school to be. This will be accomplished by identifying; a) why the participant chooses to go to law school; and what the participant had thought they would or should accomplish during the four-year program.

Law Faculty and Instruction

Faculty members must be able to communicate knowledge. This has been recognized as essential to the existence of institutions of higher learning, including the university. According to Mathis (2001), “a college or university is judged by the performance of its faculty; and the quality of educational programs is directly related to the behavior of faculty members, especially their effectiveness as teachers.” Unfortunately, as observed, most faculty members have only acquired expertise in the content area and have no formal training as educators. Professors are generally recruited based upon their academic credentials and are seldom selected for their proven ability to teach. As a result, the professor who is solely a content expert may not have either the background or the inclination to prepare for the diverse roles which are necessary to facilitate learning. Without conscious attention to the educational process, there is unlikely to be a successful transference of the knowledge which the content expert possesses.

Many academics have assumed that their role in communicating knowledge can be satisfied with the research and publication functions of the faculty. The ability to teach and transmit information to students has often not been valued as an essential quality of academic responsibility. Smith and Brown (1995) report, which summarized the findings of the Independent Commission of Inquiry set up by the Association of Universities and Colleges of Canada, identified as a primary issue the status of teaching in universities. Smith and Brown (1995) stated that teaching is severely undervalued and nothing less than a total re-commitment to it is required.

Beck and Burns (1979) concluded that research on the teaching role compared to the studies on the scholarly output of faculty, the former is quite restricted in scope. The lack of value accorded to the teaching role of the university professor is an issue in the faculty of law similar to the problem identified in other faculties of higher education.

The whole issue of effective instruction in law school has been discussed in several articles and books, such as those by Gold (1992); Le Brun & Johnstone (1994), but despite a good deal of rhetoric about the importance of teaching excellence, traditional scholarship is still found to receive more rewards than does innovation in education (Moses, 2003). As a result, many academics have chosen to spend more time developing their research profile at the expense of improving their expertise in teaching.

MacFarlane (2017) explored the personae of the ideal law professor through the perceptions of both students and lawyers and found that neither valued the legal research and writing function of a law professor. Students and lawyers alike rejected the notion that research and writing

are an important or worthwhile activity, and neither is seen as a necessary attribute of an ideal law professor. He found the antipathy surrounding this issue surprising as it appeared to extend to any activity which might orient the professor towards a “cloistered academic life.” Research and writing are not only unclaimed but also specifically rejected and perceived to be bookish, intellectual activity divorced from the real world of training for the practice of law. Indeed, no perception exists of any contribution of writing and scholarly activity to classroom teaching. Given this break in the link between writing and teaching, one should not be surprised that students and practitioners believe the professor should concentrate on classroom duties instead of what are seen to be personal, tertiary pursuits.

While MacFarlane (2017) recognized that the results of his study would meet with the disapproval of the law faculty, he justified the publication of his research with the statement, “Some professors may be outraged by this finding, but their discomfort does not alter the existence of the perception held by students and practitioners.”

MacFarlane (2017) also found that the role of service to the larger community is also considered unimportant. “A professor in any discipline in a university has three generally accepted duties: teaching, writing, and service. Students and practicing lawyers have rejected two of these three duties for their ideal law professor personae. All that remains are classroom teaching.” MacFarlane’s research findings imply that the law professor only exists in the minds of law students and lawyers as a creature of the classroom to be judged solely upon the performance of that role.

Despite the clear message that classroom instruction is considered a critical element according to both students and practitioners, there are claims that any push to improve teaching effectiveness is an infringement upon their academic freedom. However, Gold (1992) countered this argument by stating that this was an inappropriate justification of poor education practices no one doubts that a person should be protected in his controversial opinions, but the freedom has been extended beyond the privilege of comment to controlling the contents and teaching methods of a subject or course of study. Academic freedom has been used to justify racist and sexist language and other instructional behaviors, to promote the right not to teach an agreed component of a syllabus, to refuse to adopt varied teaching and assessment methods, to preclude the evaluation of a course or a particular instructor’s delivery.

The interest of academic freedom is to provide an opportunity for free comment and exchange without risk of sanction or discipline; it does not substitute for curriculum development, instructional design or the

assessment of learning.

Renner (1995) was much harsher in his criticism of the use of academic freedom to justify poor educational practices. He commented that academic freedom has now become the freedom to be an academic. He contrasted this with other more collaborative methods of learning, which start with the decision by teacher and student to share an academic goal matching the needs of both the student and the teacher. This mutuality is far different than when academic freedom means my right as a teacher to do what I want and your right as a student to forego the credential that only compliance will bring.

MacFarlane (2017) identified in his study an interesting phenomenon. He found that the self-personae, which law professors develop in the course of their career, is not only different but it is in many ways opposite to, or hostile to, the ideal law professor personae. Law professors and lawyers as a group seem to have little or no understanding of each other. MacFarlane (2017) speculated that the divergence between the professors' ideal self-image and the ideal personae of a professor might be the result of the current state of legal education. Students and practitioners may be distanced from a realization of the full role of the law professor as a result of the larger size of classes and the impersonal nature of the teacher-learner relationship where the full work of the professor is not known.

The two possible explanations of the antithetical divergence of perceptions were stated by MacFarlane as being the result of large classes and the impersonal nature of the teacher-learner relationship.

The conceptual framework consists of the input, the process, and the output. The input consists of the reflections of the participants on their law school experiences followed by the process which, includes data gathering, data processing, proving assumptions and data analysis.

Finally, the output consists of recommendations that may be materialized or implemented by concerned individuals or institutions.

OBJECTIVES OF THE STUDY

This study explored the reflections of selected lawyers on their law school experience and its implications to quality legal education in the Province of Negros Oriental. Specifically, it sought to answer the following questions:

1. What is the purpose of the law school as perceived by the herein participants?
2. What made the participants decide to go to law school?

3. What is the overall assessment of the participants about their law school experience in terms of instruction, faculty, and methods of evaluation?
4. What are the strengths and weaknesses that the participants have observed about the law practitioners as lecturers in law schools?
5. What does the phrase “to think like a lawyer” mean to the participants?
6. What advice would the participants give to students entering law schools today?

STATEMENT OF ASSUMPTIONS

The following are the underlying assumptions of this study:

1. The former law students to be consulted have the ability to recall, under the psychological concept of recovered memory (Feist & Rosenberg, 2010), the necessary information to assess their law school experiences, make determinations in respect to the quality of learning experiences and respond to the specific questions in the interview process.
2. The specific legal education terminology to be used by participants would have a similar meaning when comparing the comments of the participants.
3. The participants, under the psychological concept of recovered memory (Feist & Rosenberg, 2010), would be able to recall with some accuracy, learning experiences that took place from one to 10 years in the past.
4. The legal education programs in Negros Oriental are similar enough, as provided for under Republic Act No. 7662 or otherwise known as the Legal Education Reform Act of 1993, to warrant comparison of the comments of participants regarding their legal education experiences.

Also, the researcher might have identified or selected different themes and commonalities. Due to the amount of data in the form of transcripts, it is possible that some distinctions may be superficially covered. For example, specific characteristics of the individual will not match with his/her comments. Other extraneous or unrelated incidences or personality characteristics may affect the respondent's responses in ways that cannot be entirely accounted for. These factors may have an unfavorable impact upon a respondent's accurate or impartial recollection of the law school education experience.

METHODOLOGY

This study also concentrated on the personal interpretation of events that occurred in law school. It is important to take a phenomenological approach which “is a focus on understanding the meaning events have for persons being studied” (Makyut & Morehouse, 2004). The qualitative research approach included data collection through intensive interviews with former law students, and the resulting data was systematically transcribed and analyzed. The theory building will be based on the intrinsic relationship between the data and the actual experiences of students. As highlighted by Kirby and McKenna (2002), the selection of the method is a critical aspect of researching and is usually based on what kind of information is sought, from whom and under what circumstances.

The following characteristics of qualitative research as outlined by Bogdan and Biklen (1992) provide the basic framework for this study:

- 1. the research is descriptive in that it is rich in detail and description;
- 2. it is concerned with process rather than simply outcomes and products;
- 3. data are analyzed inductively, and
- 4. the respondents’ perspective, that is, how they make sense and meaning in their lives is an essential concern.

Research Environment

As earlier mentioned, this study was conducted at the three law schools in Negros Oriental, namely: Silliman University (SU), Foundation University (FU), and Negros Oriental State University (NORSU).

The following are the profiles of the lawyer-participants in the one-to-one interview:

No. of Respondents	Gender	Law School	Years in Law Practice
3	M	FU	4
1	M	FU	8
2	F	FU	3
1	M	FU	2
4	F	SU	4
4	M	SU	5
1	F	SU	7
2	M	SU	9
1	F	SU	5
1	M	NORSU	1

Total No. of Respondents: 20 lawyer-participants

Legend: FU – Foundation University

SU – Silliman University

NORSU – Negros Oriental State University

Research Instrument

As a characteristic of qualitative research, the primary data-gathering instrument is a human contact which was initiated by the researcher.

To understand the experience of others, one must be attuned to their view and perception of their experience and must listen to them as they tell their stories. Thus, it is important to hear directly from law graduates to discover the subjective experiences. According to Borg and Gall (1989) much can be learned from human subjects simply by asking for their perceptions (3)."

The researcher met these individuals in a social setting with limited advance notice that they should come prepared to discuss their law school experiences. Limited guidance was provided by the researcher, and participants set the ambit of their exchange. The dialogue helped the researcher establish the framework of the study. Notes were kept by the researcher on key issues raised by the first group. Subsequent to this meeting, the researcher initially developed interview questions to be validated in another group discussion, which was convened by the researcher to discuss their law school experiences purposely. From the results of the discussions with the two groups of lawyers, the Interview Guide was developed and was used for all one-to-one interviews with the actual respondents. A copy of this Interview guide is found in Appendix A.

According to Patton (2000), in order to address problems, it is important to "select information rich cases." Purposive rather than random sampling is, therefore, appropriate. Borg and Gall (1989) asserted that "by purposely selecting a wide range of subjects the qualitative researcher will be more likely to uncover the full array of multiple realities relevant to the inquiry."

The first two groups were primarily ad hoc discussion groups where the criterion to qualify participants to join that all respondents must have graduated from any law school in the Province and that all of them must be law practitioners.

In determining the appropriate sample size, the following observation by Patton (2000) will be helpful validity, meaningfulness and insights generated from qualitative inquiry have more to do with the information-riches of the cases selected and the observational/analytical capabilities of the researcher than the sample size.

Data Gathering Procedure

Upon approval of this study by the committee/panel, the researcher immediately contacted lawyers who composed the first group as earlier described. After the completion of the Interview Guide, he then proceeded with its validation by convening another group of lawyers for further discussion.

Finally, the one-to-one interviews were conducted to collect data which were done by audio-recording and transcribing the responses of the respondents to the questions developed and tested in the two prior group sessions. The one-to-one interviews helped the researcher collect more individualized accounts of law school without the influence of other respondents. Interviews are a special form of interaction between people, the purpose of which is to elicit information by asking questions (Kirby & McKenna, 2002).

In setting up the interviews, respondents were contacted by the researcher using names provided by other respondents or through personal contacts in the legal profession. These were done by cell phone and formal letters of request, and they were asked if they would be willing to be interviewed about their experiences in law school.

This research was carried out in a natural setting. The one-to-one interviews were conducted wherever and whenever it is convenient for the respondent. Good rapport is critical and will foster a straightforward introduction of both the study and the researcher's background.

The data were gathered directly from the people who had the necessary information to the address research question. The fact that the researcher is also a former law student greatly helped in accessing the respondents who could provide the necessary information. According to Kirby and McKenna (2002), "If you are a member of a group from whom you seek information, your access to them (the respondents) is different than an unfamiliar researcher would be."

Data Analysis

As soon as all the interviews were completed, audio-recorded sessions were listened to several times by the researcher, and verbatim transcripts were prepared. Auditory review of the responses helped provide a better appreciation of the speakers' inflection and the emotive content of the data. Transcripts were also reviewed in detail, and key phrases and ideas in response to each question were highlighted. This process identified the repetition of themes and areas where there were commonalities in the respondents' experiences. Gall, Gall and Borg (2007) have set out the

process of inductive data analysis as follows: the qualitative researcher studies the data inductively to reveal unanticipated outcomes. In other words, the qualitative researcher first gathers the data, and then tries to develop understanding and draw generalizations.”

After the review of the data from the transcripts, a summary of the content for each respondent was charted. The summarized responses were then be organized under specific issues in Table format. This will lead to further revision and clarification of the key themes. According to Makyut and Morehouse (2002), it is quite typical for the initial review of the data to reveal numerous potential categories. “The number of categories derived from any particular data set will depend on the focus of inquiry, the type(s) of data collected, and the analytical skills of the researcher.”

It is necessary to develop a number of propositions that will help define categories to combine similar data and limit the number of themes. Propositions will be useful in this exercise which followed the research definition of Taylor and Bogdan (1984) who stated that “proposition is a general statement of fact grounded in the data.” These propositions provided the bases for inclusion and helped reduce the data to a manageable proportion and to better convey the meaning of the data.

After the analysis of data, the literature was then reviewed in greater detail to provide further support or commentary on the findings. Finally, specific quotations from the transcripts were identified and selected as being the most representative of either a general theme or a respondent’s unique or contrary perspective.

RESULTS AND DISCUSSION

Purpose of the Law School

The responses to the first research question are of help in identifying the perceptions of the objectives of law school. The comments of the participants provide insight into the reality of the law school experience in terms of what individuals had thought the requisite objectives of law school were. Also, many remarked on the expectations and ideals they held as students when they entered law school concerning what they had thought should have been the aims and objectives of the law school.

Based on their perceptions, the participants in the one-to-one interviews identified three key purposes of law school:

1. to teach a certain way of thinking;
2. to cover legal subject matter through substantive law courses; and
3. to prepare students for the practice of law.

The majority of participants, eleven (11), perceived that the primary role of the university was to teach a certain way of thinking. This was often referred to as the ability to “think like a lawyer” and included the skill of legal analysis. The other two purposes were given equal recognition. Seven participants identified that law school teaches substantive law and provides basic legal knowledge in core subjects. Law school was also seen as having a role in preparing students for practice although the specifics of how this was done were varied and included references to the acquisition of analytical skills and knowledge of the law which were both part of the first two categories.

Of the ten interview participants who chose to consider what they felt the purpose of law school should be, seven felt that law school should be more oriented to teaching students about the practice of law. This ranged from learning the basics through to more interaction with practitioners and the opportunity to learn and practice specific skills. Only one participant felt that law school should be more academic and have a less practical orientation. Black related similar quotations from her study that “law schools should train lawyers to practice law, serve their clients and earn a living.”

While the participants identified that the purpose of law school is to prepare students to become lawyers, it was generally agreed that the law school’s performance in this respect was mixed. Law school did fulfill a valuable role in legal education but it did not prepare graduates for the day to day practice of law. One participant stated that “I still felt when I left law school that I had not been prepared for practice.” Another one responded to this statement by saying that “I think law school prepares you to practice law the way elementary school prepares you for high school there is a big piece that is missing in the middle that you have to sort out on your own after you graduate.”

Most of the participants agreed that this was an accurate assessment of the situation. Law school gives some of the knowledge and skill-set to become a lawyer, but it does not complete the educational process.

The participants did not go so far as to suggest that the role of law school should be the preparation of students for the day to day practice of law. There was a strong sense that it was not enough to teach practice-oriented courses only. It was considered necessary to include the philosophical underpinnings of law in quality legal education. Law professors should provide a broad context to the subject matter and not present only those legal principles and skills required in the practice of law. Although the participants recognized that the average student might not see this as being relevant at the time of instruction, in retrospect, most of the respondents

agreed that it was an important part of their legal education and should be considered as an essential purpose of law school. They also recognized that law school must provide a basic grounding in substantive law, with a primary focus on analytical skills to prepare students for practice. The participants further claimed that that law school plays a role in affecting significant behavioral change in respect to attitudes of the students. In the words of one of the participants, “there is also a certain element of socialization and teaching you to fit into a certain mindset, to have a certain outlook when you graduate.”

Wisely recognized that “in the final analysis, objectives are matters of choice and they must, therefore, be the considered value judgments of those responsible for the school (4).” In determining the guiding values, however, Tyler and Mullen (2011) stressed how important studies of learners could be as a source of educational objectives. The objectives must be considered in terms of student needs recognizing identifiable gaps in knowledge, attitudes, and skills between desired or acceptable norms and actual behaviors and attitudes of students. While some have criticized that defining the aims and objectives of legal education would diminish the ability of the law school to teach intangible skills and sophisticated theory, others have recognized that “the purpose of the objectives is not to limit the educational process but to define it; students are entitled to know what the teacher expects.”

Reasons for Attending Law School

In this particular research problem, the participants were never asked directly whether they attended law school with the aim of becoming a lawyer. Instead, they were asked the question: “Why did you decide to go to law school?” In response, they gave more than one reason. The statements made, however, often assumed that becoming a lawyer was a given, so it was unnecessary to include this in the response. The responses (in percentages) are summarized below.

Long-term interest	8.33
Intellectual appeal	16.67
Specific legal area	12.50
General interest	4.17
Job opportunities	8.33
Honorable career	4.17
Chosen by default	8.33
Family influence	12.50

Career move	4.17
To help people	20.83

As shown in the table, the largest number of participants claimed that they attended law school to “help people.” This motivation of students suggests that while the respondents are anxious for law school to prepare them for a career in law, they may not necessarily be motivated by strictly monetary concern. The responses suggest that law schools need to address the practical skills within the curriculum to provide students with the means of fulfilling dreams which are just as likely to be altruistic as driven by financial considerations.

This finding also implies that law schools must decide if they will accommodate student expectations in determining the purpose of legal education. In setting the aims and objectives, the law school must consider whether these should be consumer-driven. If yes, then the key consumers of legal education must be identified. Is it the public who need legal services? Is it the Integrated Bar of the Philippines as representatives of the profession? or is it the student who experiences directly the consequences of the choices they made about acquiring legal education? The law schools may have to address the needs and expectations of all three client groups, as discussed in the framework of this study.

Assessment of Law Schools

The quality of legal education was primarily judged by the students’ assessment of the teaching-learning dynamic. There was a consensus among the respondents that both teaching and learning can and should be improved. There was also a clear connection between student learning in law school and the quality of instruction.

In this study, it was important to listen to what the respondents had to say about their experiences as students. Comments were gathered about the elements of good teaching and the impact that different teaching styles and methods had on personal learning. The participant experiences were a critical component in consideration of how to improve teaching and formal learning from the student. Most of the participants found that good teaching encouraged high quality student learning, and they consistently identified the quality of instruction at law school as being an important part of quality legal education.

Most of the participants gave law school a fairly positive assessment. Several commented that it was either a pretty good or a positive experience.

There were a few who found law school quite negative, however, and others who were non-committal. Drawing on the experience of the participants, there was certainly room for improvement. The theoretical framework was found to be useful, and it provided guidance in analyzing the comments of the participants.

For example, three of the participants were non-committal in their response to the overall evaluation of their law school experience. They stated that it was impossible to assess the experience without first establishing a defined purpose of law school. These participants indicated that law school had certainly not prepared them for the practice of law. Based on this criterion, which they suggested could be a legitimate standard; they would not have rated law school positively.

According to Diamond, (as cited in Dickerson, 1987), in a review of the psychological problems of law students, he found that law school often required an adjustment in student expectations or the individual would find that law school was a very disappointing experience. He observed that,

The law student enters law school with the expectation that. He will learn the substance of the law and that he will acquire a self-image of a lawyer. Inevitably, the student is disappointed and becomes frustrated and depressed. Depending on his predisposition and temperament, he may blame himself, he may blame his school, or he may blame both.

The participants provided support for Diamond's contention that disappointed expectations resulted in a more negative view of law school. Two participants opined that law school had been a narrow experience. Both found that it had not met their expectations, although one participant was more critical of the lack of clear and honest objectives. On the other hand, another participant claimed that law school did have a clear purpose, but it did not live up to her expectations because she was unable to relate to the corporate climate with its over-emphasis on business law and making money.

In some instances, even the more positive assessments were somewhat qualified by additional comments made by the participants. As an example, a participant qualified his assessment that he had found law school to be a very good experience educationally by noting that, "The time you spend in a classroom is only a very small part of the law school experience." While he recognized that classes were a significant component and that there was always room for improvement, he cautioned that,

If you only went through law school and just attended the classes, and that's it, I think that it would be a very narrow experience because it is so structured and so, so narrow. I don't think it would be fulfilling at all.

However, it was many of the other things in law school, the socialization, debate with fellow-students... those are all parts of the broader experience that I thought was quite valuable for me.

Emphasis on the importance of the formal learning experience in determining quality legal education in law school was best illustrated by a comment made by another participant. It was an interesting contrast to the earlier participant's overall assessment of his law school education, which encompassed both formal and informal learning experiences. This participant answered the same question by focusing entirely on the formal learning which took place in the classroom. He tied his overall assessment of the educational experience to the quality of instruction when he stated that some classes were incredibly meaningful. Some were incredibly meaningless, and it depended not on what the subject matter was, but on the instructor. Good instructors meant good courses, meaningful courses. Criminal law was not inevitably a meaningful or meaningless subject; it depended on who your instructor was.

Many participants similarly voiced their opinion that formal instruction played a key role in determining the quality of their educational experience at law school.

Instruction

There was essentially no disagreement among the respondents that effective instruction was a necessary part of quality legal education. The participant in this study, while they indicated that they could learn even in situations where the instruction was poor, identified the effective instruction as being a critical factor in facilitating learning. One participant expressed her belief that she could learn despite of poor instruction when she stated, "I think, I had some of the worst professors that I have ever had in law school, which is not to say I did not learn the material." She continued by referring to a specific example of an inadequate professor and indicated that she was able to learn despite this individual but cautioned: "Mind you, I only learned enough to pass his exams!"

Another participant commented that "In some cases, professors were good and the quality of instruction was high..." but she continued with her second observation that when the instruction was sub-standard going to classes hurt you in terms of trying to learn the material." Some participants commented that it was preferable to skip classes when the professor was not effective, and there was little to be gained by attending. Despite their apparent ability to learn the material without assistance was necessitated by poor instruction, this was not the preferred choice. Instead, the

participants expressed their concern that the importance of instruction was not recognized by the law faculty, and they made many specific suggestions for improving the overall quality of teaching.

Faculty

When the participants were asked what they had thought was a necessary part of excellent legal education, many referred to the key role played by the professor. One participant replied to this query by saying that "... professors who care and professors who can communicate clearly and who treat the students with respect" are critical.

The whole issue of effective instruction in law school has been discussed in several books, but there is resistance by some law professors to take the time necessary to review, revise, and improve their course delivery. Despite a good deal of rhetoric about the importance of teaching, it was still found to receive more rewards than excellence, traditional scholarship, and innovation in education (Moses, 2003). As a result, many academics have chosen to spend more time developing their research profile at the expense of improving their expertise in teaching.

This did not go unnoticed by the students. When one participant spoke about the importance of instruction, she also stated her concern that other demands on law professors interfered with the time they were able to devote to the teaching role. She "... worried about the effect on the quality of teaching by having rigorous requirements for publication and other involvement in the University." This is especially true for full time law teachers wherein apart from teaching; they are also required to do other things, e.g., research, by the School.

Another participant also noted that an excellent faculty is critical to an excellent legal education, but she clarified this statement by adding, "And when I say that, I mean good teachers as opposed to well-published people who have been high achievers." Although she recognized that these attributes might not be mutually exclusive she was concerned that, there is a real drive to get people who are considered to be the best and brightest without giving consideration to their teaching ability, because if you can't pass the information on, it's really not much value to your students. Good teaching is the most important thing!

Through many similar comments made by respondents, the findings of an earlier study by MacFarlane (2017) were reflected. MacFarlane explored the personae of the ideal law professor through the perceptions of both students and lawyers and found that neither valued the legal research and writing function of a law professor.

Methods of Evaluation

As part of the overall assessment of the participants on their law school experience, the participants in the one-to-one interviews were asked questions about the grading systems and methods of evaluation in law school, and whether the grades they received in a particular class accurately reflected their learning.

The participants identified the whole issue of student assessment as being critical to the consideration of quality legal education. Grades have a profound effect on students in the highly competitive environment of law school. Of particular interest was the general sense that grades did not reflect the individuals' learning in a particular course.

Only one of the participants commented that grades were immaterial to her legal education experience, and she thought that this was probably since she was older when she went back to law school. "I had no problem with the evaluation system because what they thought really didn't matter to me. What mattered to me is what I came out with learning." Another participant agreed and said that while that was not his attitude while he was in law school that is how he feels now. "Looking back, I think as long as I learned something, who cares about the grades?"

Other members of the group, however, pointed out that grades can have a long-term future academic pursuit and job impact on some individuals, particularly in terms of opportunities. As one female participant explained, "grades sure have an impact on your career after, even outside of academic circles, depending upon what kind of position you were looking for." Despite the potential of grades to influence future career opportunities, it was interesting to note that she had not discovered any correlation between law school grades received and suitability for practice. She reflected that "I found it very interesting when I graduated that... the best practitioners in my area were people who were not particularly distinguished in their law school years. There was no question that they were good lawyers." In relation to this, Turow (2010) has this to say:

One of the clearest messages that emerged to me as a law student was the paramount importance of grades. I had thought that our marks were used only to measure off the lofty types fit for Law Review, but it became apparent to my classmates and me that grades were a kind of tag and weight fastened to you by the faculty which determined exactly how high in the legal world you were going to rise at graduation

Another female participant confirmed that this was the situation she had experienced in law school. She recalled that grades were considered so important by the majority of students:

... The hierarchy that law school creates directly influences the dynamics of teaching and learning... I was fascinated and appalled at the way the class dynamics changed and the way the class stratified after the first round of grades came out. I didn't think that a grown adult could be such groups of the students who got excellent marks there were these fan clubs formed around these students that formed the top of the marks hierarchy.

Her final comment on the grading system and the ensuing social culture of law school was that it might have felt good for a select few people who feel very included and much validated by it, but for others, it is either neutral or has a negative impact on many law students. Alternatively, else they opt out. Particularly older students will opt out of the law school culture."

Law Practitioners as Professors

The issue of a professor's style of teaching is tied to whether or not the person practiced law was also raised during the interview. There was a mixed reaction from among the respondents on this issue and, as one individual pointed out, it would be difficult to determine with any accuracy as most of the professors hired by law schools were practitioners. From a learner's perspective, this issue generated very few comments other than the fact that practitioners provided, "a more practical approach because they are immersed in the day to day practice of law," according to one participant. Most participants seemed in agreement that effective instruction shared common characteristics regardless of their background or orientation to the course.

The comments of the participants indicated that there was a distinct way that practitioners approached the course. As one participant noted, "practicing lawyers have a distinct way that cases were presented and that this distinction persisted even when the subject being taught was theoretical."

When the participant was asked about their preferred attribute of a professor, their responses were very interesting. One participant stated that "a good professor was a good professor no matter what his focus is." Another participant agreed that "as long as the professors are full-fledged lawyers and were interested in what they were teaching, I learned a lot from them." Although she recognized that "the nature of what they taught was different."

Five participants stated that they preferred practitioners and found them to be good professors. An equal number of participants commented that the very best professors were those who were able to demonstrate a theoretical and practical perspective. One male participant, however,

commented that these individuals were quite rare.

In relation to this issue, the MacCrate (2002) Report recommended that full-time faculty members who are readily accessible to students be the preferable choice for professors if the practical component of legal education was combined with course instruction. These full-time professors, however, must demonstrate a dedicated approach to practice-oriented teaching which included a “commitment to teaching skills, experience training, knowledge of legal literature, and an ability to contribute to knowledge, and reflection and attention to educational theory.”

There were different reasons cited by the participants’ perceptions of a practitioner as an effective law professor. A female participant stated that “they tended to be more policy-oriented and provided a practical delivery.” Another participant thought that practitioners “were concise, very organized in lecture style, and they were able to apply the law to real fact situations.” He also mentioned the use of stories, which were raised by four other individuals using the same terminology. These four participants stated that these stories provide real-life illustrations in classroom instruction and students are better able to then relate the learning of law to practical situations in the future. Another male participant thought that practitioners were able to make the teaching more meaningful because it was in context and the professors were better able to answer questions in class particularly in respect to specific procedural or practical inquiries.

Think like a Lawyer

A book entitled “Thinking like a Lawyer” was published in 2011 written by a professor at the Thomas Jefferson School of Law Vandeveld (2011) and it begins with the following definition: The phrase “to think like a lawyer” encapsulates a way of thinking that is characterized by both the goal pursued and the methods used. The goal of legal thought is to identify the rights and duties that exist between particular individuals or entities under a given set of circumstances.

There was a clear difference between “lay thought” and legal thought, according to Vandeveld (2011). While lawyers may no longer consciously remember each step of their thinking process, once they learn this new approach to thinking they often refer to the unique way that they receive and process information and describe it in a kind of “shorthand.” Thus, the use of the phrase learning to “think like a lawyer” in the legal education context thinking like a lawyer essentially requires beginning with a factual situation and, through (legal analysis) arriving at a conclusion about the rights and duties of the persons or entities involved in the situation (Vandeveld, 2011).

The ability to “think like a lawyer” has been most closely associated with the skill of analysis. Law students are taught this through the application of alternate and often conflicting legal rules considered in a variety of fact situations and through the comparison of specific cases. Analytic ability was the one product which legal education has claimed it can deliver, and there was generally not much debate on this point. Most participants included legal analysis in their definition of the phrase and they confirmed that law school taught legal analysis.

When the participants were asked what they mean by the expression, “to think like a lawyer,” their responses (whether direct or implied) contained an important keyword: ANALYTICAL. However, they had somewhat more to say about the issue of learning to think like a lawyer. As a rule, they dealt less with the threat of exams and provided a broader perspective on the process of how law school accomplishes this objective.

Thinking like a lawyer was identified as thinking analytically as well as being able to strip any emotion from consideration of the facts when attempting to solve problems. One participant reflected that: In part, I think, “thinking like a lawyer” is being detached (Being) emotional or supportive that is not the best way to respond to a client. That is why they come to you. They want a detached, analytic view of the problem broken down into different categories of legal principles.

It was apparent from the comments made by the participants that learning to think in this manner seemed to become a permanent part of a person’s character. It did not seem to diminish over time even when the individual was no longer involved in the practice of law. It was a difference that was not experienced by the individual but was also recognized by others as being unique to the profession of law.

Another participant agreed and went on to say that while it was true that other professions use similar skills of analysis and questioning, there was still something unique about the way lawyers view the world which has been confirmed by independent observers: It is an impression that people have, because as we have said, people can identify that you are a lawyer, from the way that you talk to them. He pondered later in the session whether that was because “As lawyers, we may completely ignore the emotional content of the situation. I hope that is not the way we practice but (it is) the way you are taught to think in law school...”

The probing question: “How does law school teach you to think like a lawyer?” helped to connect this common phrase to the educational process that occurs in law school.

The majority of the participants indicated that the key method of teaching students to “think like a lawyer” was the study of case law. The case method should include substantial student involvement through extensive class discussion according to McKeachie (2006): The case method, like other discussion methods, falls toward the unstructured end of (the) continuum of methods. The teacher’s role in the case method is primarily to facilitate discussion - questioning, listening, challenging, encouraging analysis and problem solving, and proposing a hypothetical situation to test the validity of generalizations. The student’s task involves analysis of the case, distinguishing relevant from irrelevant details, and arriving at reasonable hypotheses or conclusions.

The majority of the participants also confirmed that the case method was used in law school, although some professors used only the lecture method. In those situations, students learned primarily through reading and analyzing cases on their own and through following the legal reasoning as presented in class. Discussion about cases in class or student debate, which reviewed different perspectives of legal issues were specifically mentioned as very beneficial by five participants.

Of particular note are the three participants who indicated that they felt “thinking like a lawyer” was a predisposition that law students brought with them to law school. It may be appropriate, however, to conclude with the caution voiced by one participant that while law school did teach him to “think like a lawyer” – “there is too much emphasis on that in law school.”

Advice to Students Entering Law Schools

The participants in this study gave a variety of advice that this researcher organized into themes discussed below.

Understand the Role of the Lawyer

One participant stressed that it was important to meet with practitioners from the perspective that it might help the student find an area of law that interests them. It might assist them in law school by providing the direction and motivation that the student needs to get the most out of their legal education. In her words,

If they can, they should try to meet or spend some time with some lawyers so they can figure out what lawyers do and that’s going to help them choose what they want to do in law school and choose what they want to get into when they get out of law school.

Another participant gave his advice to a prospective law student based more on the quality of life, which he considered to be poor in the profession

of law. Spend some time with a lawyer, and talk to a whole bunch of lawyers, and have somebody honestly tell you what it's like to practice law because if you don't enjoy what you're doing, it's a terrible way to make a living. That's what I would tell them to do.

A student who was motivated to attend law school and become a lawyer based upon financial considerations would be well advised to carefully reconsider this decision based on the comments of the participants. The most practical advice was given by a participant who recommended that "students should understand before they commit to law school what it is like to practice law today."

Finally, a participant spoke about the importance of contacts within the profession – "... get to know the law firms, the area of law that you want to practice in and if possible to work at law firms during the summer to get experience." She recommended that students start as early as possible learning, what it means to be a lawyer, not just intellectually but through actual practical work experience.

Schon, (as cited in Neumann, 2000) identified the need for greater congruency between the education that professionals receive and the actual skills and knowledge required to make a successful transition to their professional career. He stated that professional educators have voiced with increasing frequency their worries about the gap between the school's prevailing conception of professional knowledge and the actual competencies required of practitioners in the field.

If law schools are not prepared to provide a more grounded or realistic education for future professionals, then the participants are giving essential advice to future students when they suggest that they acquaint themselves with members of the profession. If students are to acquire a quality education experience, they need first to develop an accurate representation of the practice of law if that is their future ambition.

As participants have noted, the prospective student will not only determine whether or not the difficult educational experience is worth the sacrifices, but they may also discover personal direction which will assist them in getting the most out of their educational experience. They will also have to, in the words of the participants, take responsibility in ensuring that their educational needs are met. The student must engage in those situations that will bring about the requisite knowledge, skills, and attitudes whether or not those educational opportunities are available in the formal learning situations provided by law schools.

Participants noted that there were very limited opportunities for students to acquire the necessary practical experience in the formal curriculum.

Students were, therefore, advised to connect with alternative educational experiences that would help to provide them with some conception of the real world. This issue of incorporating a practical component in the academic scheme and giving students hands-on exposure to the profession is an issue which has long been settled in almost every other school of professional education. According to Stark Lowther, Hagerty, & Orczyk (1986) researchers in a far-reaching study of university education in ten pre-professional fields, including law, found that, although law and journalism debate the role of clinical and field experiences in the professional program, professional educators in the other areas seem to have resolved that issue and have incorporated such activities into the curriculum. In architecture, dentistry, education, engineering, library science, medicine, nursing, pharmacy, and social work, some mediated work entry forms an important element of professional preparation.

The unfortunate consequence for the individual, however, can be the discovery that after a four-year investment of time and intense energy, they do not like the practice of law.

Remember Who You Are

One participant was critical of law school in fostering an educational environment in which the law student could lose themselves would say remember who you are when you go into law school and be conscious of the fact that right at the very beginning when they say, “Look to your left and look to your right, and someone isn’t going to be there a year from now.”

Unfortunately, her comments while extreme may be justified as the psychological pressure of a law school education which has long been the subject of study. In reference to an earlier study by Taylor and Bogdan (2004), revealed that research in this area had resulted in four behavioral assumptions about the professional development of lawyers:

1. Certain procedures of legal education produce an uncommonly high degree of stress in students.
2. The high degree of stress leads the student to adopt typical and shared kinds of attitudes, behaviors, values, and traits, as ways of reducing anxiety.
3. The attitudes, behaviors, values, and traits are personally or socially undesirable and may be inimical to the process of law.
4. Such pernicious attitudes, behaviors, and values are in part adopted because they are transmitted by faculty precepts.

Benjamin, Kascniak, Sales and Shanfield (1986) reported that “the pattern of results suggests that certain aspects of legal education produce uncommonly elevated psychological distress levels among significant numbers of law students and recently graduated alumni.” They found that the higher distress levels were not the result of certain types of people choosing to enter law; rather it was the law school educational process itself that affected the individuals.

Although clearly not able to follow his own advice, a participant stressed that students have to realize that the whole law school system should not be taken so seriously by law students: I’d love to just say, “Look, this is the system. Try and get through it without getting overly anxious about it yet, I know for me I got so worked up in my first year, that, you know, it was a health risk it was bad Stress.”

Benjamin, Kascniak, Sales and Shanfield (1986) attempted to address what elements in legal education cause such elevated stress levels. They noted that “first year students are generally overwhelmed. The workload leaves many without time to sleep and relax adequately or to enjoy relationships with friends and relatives (247).” One of the participants found out that law school was essentially a grueling test of personal stamina, particularly during the period of exams. How well one does at law school was “really a reflection on how well you can do without sleep for two weeks and concentrate.”

Another participant commented that he would advise prospective students not to “forget you have another life, a real life. Be sure to enjoy it. Don’t get caught up in the whole thing...” He also cautioned not to try and become what “the people who will be hiring you, what they want you to be like. Be yourself.”

Turow (2010) in his book “One L,” recalled his experiences in his first year at Harvard Law School. The following conversation with a friend in the early weeks of law school, as related by Turow, provides a personal illustration of the research findings above: “They’re turning me into someone else,” she said, referring to our professors. “They’re asking me differently,” I told her that was called education and she told me, quite rightly, that I was being flipped. It’s someone I don’t want to be,” she said. “Don’t you get the feeling all the time that you’re being indoctrinated?”

A legal educator, also found that the key criticism of a law school education is the over-emphasis on analysis and reasoning and the devaluing of emotions. The over-emphasis in a law school education on teaching rational thinking processes and stripping away emotive content has serious effects on the student. The teaching style and emphasis in law school also

has potential ramifications for society.

A participant recognized the distancing of oneself from others which were created by the legal education that one received. "As lawyers, we may completely ignore the emotional contents of the situation I hope, it's not the way we practice, but it's the way you're taught to think in law school."

Maintain a Healthy Balance

Among the participants, there were some very strong sentiments expressed about the law school experience which bordered on suggesting that it was damaging to one's personal psyche. These comments were taken very seriously by the participants. Many participants considered that the only way to maintain one's sanity was by achieving a balance between law school and other aspects of their life. Establishing friendships and focusing on the social aspects of law school were one of the most important recommendations made in respect to maintaining balance. The following quotations from the participants reflect the range of coping mechanisms adopted and illustrate the need for the individual to maintain personal connections and a balanced perspective and lifestyle:

*Enjoy it! Get involved! Get to know professors
and make some good friendships.*

Get involved, like get involved in study groups and things like that. Connect with people with similar interests rather than being so narrow. The mindset I was in, I didn't want to spend a second longer at the law school than I had to get involved get to know all these people it is really sacrificing an important part of the law school experience if (you) just focused purely on the studying try not to lose that perspective and try to have a balanced life when you go into law school.

Don't take it too seriously. Law students should maintain a balance in their lives, law school is not everything. Ten years from now when they're practicing lawyers, what happened in law school will seem very dim and very unimportant, probably, so don't get caught up devoting your entire life and soul to law school.

Get Involved. Generally, the participants identified three advantages that involvement in non-formal learning activities would bring: to learn the law in context; to acquire the necessary skills; and to contribute to society through community service. The premise behind participants who saw value in this as an educational experience was the capacity of such activities to help students to better understand the law which was being

learned in the classroom. In the words of one participant: There is so much knowledge being acquired in three years of law school, but in addition to all the academic or core knowledge that you're acquiring, it's also very helpful to acquire some sort of a perspective, practice perspective.

Some participants were clearly less motivated to continue in law school when their studies were solely presented from an academic perspective. The opportunity to engage in practical application of what they were learning often helped to motivate them as students to "see the light at the end of the tunnel" and continue on in law school. For example, a participant recommended involvement to get practical experience which she found was sorely lacking in law school.

Do Not Expect a Job

In recent years a new element has come to the forefront of legal education - the prospect that a law degree is no longer a guarantee of employment. This will have a significant impact on future law students and may result in changes to their own personal aims and expectations as well as affecting the overall objectives of law school. The following quotations express further commentary on the current job situation from the perspective of the participants: It's a wonderful educational experience, but don't go in expecting that law school is going to get you a high-paying position.

Keep an open mind about what you can do with a law degree. Because I don't think it's realistic that people are all going to get good jobs... From a strictly economic perspective, it's become such a competitive field with relatively few opportunities at the end. This advice presupposes that the law graduate who is now a lawyer will apply for a job, whether in the private or public sector, and will not be engaged in the private practice of law.

CONCLUSIONS

From the data gathered in the one-to-one interviews and the analyses conducted in the preceding chapter, the findings are summarized below together with the conclusions derived there from. A significant number of participants claimed that they attended law school to help people.

The participants identified three key purposes of law school: teaches a certain way of thinking; covers legal subject matter through substantive law courses; and prepares students for the practice of law. The responses were mixed on how well the law faculty succeeded in this aim. Indeed, there was a lack of clarity as to whether this was even an objective which was shared by

the law faculty. While most participants had indicated that they planned to practice law when they entered law school, this did not clarify the objectives of law school. Even when it was acknowledged that preparation for the practice of law was the primary aim of the law program, there was still significant disagreement on how this could be best accomplished.

Most of the participants gave law school a fairly positive assessment. In terms of instruction, the case-law method was seen to be over-used in law school. The participants indicated that a more realistic reflection of the practice of law would include the knowledge and skills necessary to resolve issues both inside and outside of the court forum. Overall, the participants felt that law school placed too much emphasis upon litigation and the resolution of legal matters by the courts. They found that there was a need for balancing theory and practice in classroom presentations and in some respects practicing lawyers seemed to possess the qualities needed for this task.

The attributes of a good professor were found to be very similar to traits identified in the higher and adult education research literature. The participants identified individuals as being superior professors based upon the objective evidence that they possess the necessary teaching skills and ability. This depended on their natural or learned teaching ability. They stressed that the best professors were able to draw on both academic theory and experiential practice and incorporate elements of both in the classroom.

The participants recognized the need for the law faculty to seriously consider alternate evaluation methods that would provide a better-rounded appraisal of the students' ability. This has become an issue as grades have the potential to limit the ability of the graduate to find meaningful employment as a lawyer.

The primary role of law school identified by participants was the teaching of a certain way of thinking. While it was recognized that law school must educate students in core legal subjects and prepare them for practice, these latter aims were not as consistently commented upon by participants as "learning to think like a lawyer." This was perceived to be one of the main objectives of legal education. The phrase encompassed analysis and reasoning which were perceived as the key skills acquired in law school and essential in the day-to-day practice of law. Overall, law school had to ensure that the student graduated with the ability to "think like a lawyer" if the legal educational experience was to be considered successful.

The participants offered the following advice to individuals entering law schools:

1. Understand the role of the lawyer;
2. Remember who you are;
3. Maintain a healthy balance;
4. Get involved in non-formal learning activities that would result in learning the law in context; to acquire the necessary skills; and to contribute to society through community service; and
5. Do not expect a job.

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Attitude towards the Implementation of the K-12 EsP Curriculum among the Teachers of the Division of Taguig and Pateros, Philippines

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ABSTRACT

Values Education is the heart of education, and it is important to establish the program through its implementers the Values Education Teachers. The study aimed to assess the attitude of the teachers from the Division of Taguig City and Pateros, Philippines towards the implementation of the *Edukasyon sa Pagpapakatao* (Values Education) of the K-12 Curriculum. The descriptive method of research was utilized in this study. Data gathered from the respondents were analyzed and interpreted through the use of the following statistical treatments: *frequency and percentage distribution* to establish the profile of the respondents; *weighted mean* to show the average responses. Most of the respondents are not Values Education Major, only a few of them earned a degree related to *Edukasyon sa Pagpapakatao* (Values Education), and only a minimal number of the respondents attended the EsP mass training or any training related to *Edukasyon sa Pagpapakatao* (Values Education). The study showed that even if the majority of EsP teachers are not Values Education major, they have a favorable attitude towards the implementation of the program when it comes to the content, strategies, and techniques in teaching and the implementation of the program as a whole.

KEYWORDS

Education, attitudes, implementation, K-12 Curriculum, descriptive design, Philippines

INTRODUCTION

The role of the Filipino teachers in molding the Filipino youth is highlighted and in 1989, in which Values Education became a separate subject to teach and for this reason, the needs for having Values Education Teachers arises. In 2012, the subject Values Education transformed into *Edukasyon sa Pagpapakatao*. The mandate in the 1987 constitution is now being carried by the Values Education teachers since it has become a separate subject. In the Basic Education Curriculum (BEC) in 2002, it is emphasized that “Values are caught and taught,” which means teaching Values Education does not only be based on the content of the curriculum, it is also expected that the teachers should possess the values being taught. The attitude of the teachers towards the *Edukasyon sa Pagpapakatao* is important in the success of the implementation of the program and the fulfillment of the mandatory in the 1987 Philippine Constitution.

Republic Act No. 10533 published in 2013, which is also known as the “Enhanced Basic Education Act of 2013” or an act enacting that the Philippine Basic Education System by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefore and for other purpose.” The Basic Education Curriculum (BEC) to the K-12 Curriculum, made big changes in the Philippine Educational System from the content, flow of the lesson, writing a lesson plan, and the grading system. Values Education is one of the subjects that has been transformed from knowing it as *Edukasyon sa Pagpapahalaga* with the goal “to develop the human person committed to the building of a just and humane society and an independent and democratic nation” to *Edukasyon sa Pagpapakatao* with the goal “to attain the holistic development of the learner and to be a truly human na nagpapasya ng responsible at mapanagutan tungo sa kabutihang panlahat.”

DepEd TAPAT is a division of the Department of Education in Metro Manila since it is the only division supervising two localities, Taguig City and Pateros, Metro Manila. In 2011, before the K-12 Curriculum was implemented, the Division of TAPAT has been active in participating and initiating in the awareness campaign for the implementation of the curriculum being led by the then Superintendent in collaboration with the City Government of

Taguig and the Local Government of Pateros. The programs conducted by DepEd TAPAT together with the local government, helped the stakeholders to appreciate the K-12 Curriculum.

In Section 7 of R.A. 10533, it is mandated that there must be teacher education and training to ensure the enhanced basic education program meets the demand for quality teachers and school leaders, the DepEd, Commission on Higher Education (CHED) and Teacher Education Institutions (TEI) worked together for the mass training of teachers.

In 2012, the implementation of the K-12 Curriculum had started with Grade 7. A mass training was conducted for the teachers to be guided on the new flow of the curriculum and understand its content as stated on the Enclosure No. 1 to DepEd Order No. 31, 2012 known as “Implementing Guidelines of Grades 1 – 10 to Enhanced Basic Education Curriculum”.

As an EsP teacher, expectations are so high to live out. It is empirical that each one knows the ideas and concepts of values for a proper actualization and manifestation in the daily undertakings. He/she can demonstrate good values, teach skills by acting ethically and morally, and encourage young people to internalize values and make their own decision responsibly and for the common good. The transition of the EsP subject was a big challenge among its teachers.

In the implementation of *Edukasyon sa Pagpapakatao*, the attitude of the teacher is expected to be congruent to the concepts being taught. Teachers’ attitude is a strong context outcome, rooted in experience and is not automatic conduct, in the sense that it is developed through interactions (action/reaction) and become well-established constructs for each individual only after some time. In a sense, attitude can only be modified only by an individual, when he/she becomes aware, via elements and evidences, that a new posture would be better to deal with the world around.

Division of TAPAT is on its third year of implementation of the K-12 Curriculum. The program is being offered from Grades 7 to Grade 9 for the School Year 2014 – 2015 in the fifteen public high schools in the Division; three (3) from Pateros and twelve (12) from Taguig City. The entire population will be the respondents of this study. It is in the context that the researcher sees the importance of the study which will surface the needed information as to how teachers deal with the *Edukasyon sa Pagpapakatao* in terms of its content, the teaching approaches and strategies used and the implementation of the program from the macro down to the micro-level of the educational system.

OBJECTIVES OF THE STUDY

The study aimed to determine the attitude of the teachers teaching *Edukasyon sa Pagpapakatao* subject among the Secondary Public School Teachers of the Division of Taguig City and Pateros. Specifically, it attempted to answer the following questions:

1. What is the demographic profile of the teachers' respondent in terms of:
 - 1.1 Educational Background
 - 1.2 K-12 *Edukasyon sa Pagpapakatao* and Related to EsP Training Program
2. What are the teachers' attitude towards *Edukasyon sa Pagpapakatao* Subject, in terms of the following:
 - 2.1 Content
 - 2.2 Teaching Approaches
 - 2.3 Implementation of the EsP K-12 Program

FRAMEWORK

The reason for studying the attitude of teachers towards *Edukasyon sa Pagpapakatao* is grounded on the assumption that the teachers' favorable attitude towards the program will be the bases of the success of the said program. Attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies toward socially significant objects, groups, events, or symbols (Vaughan & Hogg 2005).

The study is anchored to the Shalom H. Schwartz' Values Theory (2006). Values are principles, standards, or qualities that an individual or group of people held in high regard. These values guide the way we live our lives and the decisions we make. A value may be defined as something that we hold dear, those things/qualities which we consider to be of worth. A 'value' is commonly formed by a particular belief that is related to the worth of an idea or type of behavior or attitude. Values can influence many of the judgments we make, as well as have an impact on the support we give clients. We must not influence the client's decisions based on our values. We should always work from the basis of supporting the client's values.

Schwartz (2006) says that we think is what is important in our lives (e.g. security, independence, wisdom, success, kindness, pleasure). Each of us holds numerous values with varying degrees of importance. A particular value may be significant to one person, but unimportant to another. Consensus regarding the most useful way to conceptualize basic values has emerged

gradually since the 1950's. As summarized by many theorist and researchers, and they are as follows: Values are beliefs, but they are belief tied inextricably to emotion; not objective and cold ideas. Values are motivational construct; they refer to the desirable goals people strive to attain. Values transcend specific actions and situations; they are abstract goals. The abstract nature of values distinguishes them from concepts like norms and attitudes which usually refer to specific actions, objects or situations. Values guide the selection or evaluation of actions, policies, people, and events. That is values, serve as standards or criteria. Values are ordered by importance relative to one another. People's values form an ordered system of value priorities that characterize them as individuals; This hierarchical feature of values also distinguishes them from norms and attitudes.

The Values Theory defines value as desirable, trans-situational goals, varying in importance that serves as a guiding principle in people's lives. The five features above are common to all values. The crucial content aspect that distinguishes among values is the type of motivational goal they express. In order to coordinate with others in the pursuit of the goals that are important to them, the groups and individuals represent these requirements cognitively (linguistically) as specific values about which they communicate. Ten motivationally distinct, broad, and basic values are derived from three universal requirements of the human condition: needs of individuals as biological, requisites of coordinated social interaction, survival and welfare needs of groups.

Attitude cannot be separated with values since a person's attitude is defined by the attitude be shown of possessed. Another theory used in this study is the Theory of Work Adjustment. According to Rounds, Dawis, and Lofquist (1987), work adjustment is "A continuous and dynamic process by which a worker seeks to achieve and maintain correspondence with a work environment." This theory says that the environment and the individual must meet each other's requirements so that the work environment will be successful.

TWA premise that a work environment needs tasks to be performed while a person who works brings skills to perform these tasks. In exchange, the individual requires compensation for work performance and certain preferred conditions, such as a safe and comfortable place to work. Success and satisfaction are indicators of work adjustment.

Values play a big part in this theory. Rounds, Dawis, and Lofquist (1987) believe that people work to satisfy their values. If their work environment satisfies their values, the more likely they find the job satisfying. The six key values that a teacher must possess: Achievement. It conditions that encour-

age accomplishment and progress; Comfort. It conditions that promote a lack of stress; Status. It conditions that provide recognition and prestige; Altruism. It conditions that foster harmony and service to others; Safety. It conditions that establish predictability and stability; and Autonomy. It conditions that increase personal control and initiative like Flexibility, Active Adjustment, and Reactive Adjustment.

METHODOLOGY

Research Method

A descriptive research design was used to scientifically describe and present a situation or area of interest. It is concerned not only with the individuals but with the characteristics of the whole sample. It provides information useful to the solutions to local issues or problems.

Monsen and Van Horn (2007) described descriptive research as an effective way to obtain information in proposing associations. The description of the teachers' attitude towards the implementation of the *Edukasyon sa Pagpapakatao* of the K-12 Curriculum in the existing conditions or situation was the primary focus of the study. The comparative parts involved the analysis of the relation in the academic achievement and the demographic factors of the *Edukasyon sa Pagpapakatao* teachers regarding their attitude towards the implementation of the *Edukasyon sa Pagpapakatao* as a subject.

Specifically, the descriptive method of research is appropriate to gather the opinions and attitude of the teachers as the respondents. This method used questionnaires as a data-gathering tool.

Population of the Study

The respondents of the study are the 92 *Edukasyon sa Pagpapakatao* teachers in the fifteen (15) Public High Schools Division of Taguig City and Pateros namely. Three of which are from the district of Pateros and the 12 remainings are from Taguig City. The three schools in Pateros are Maria Concepcion Cruz High School (MCCHS), Mayor Simplicio "Agripino" Manalo National High School (MSMNHS), and the biggest school in the district, Pateros National High School (PNHS). The 12 schools in Taguig are Bagumbayan National High School (BNHS), Gen. Ricardo Papa Memorial High School – Main (GRPMHS-M), Gen. Ricardo Papa Memorial High School – Annex (GRPMHS-Annex), Marichu R. Tinga High School (MRTHS), Pres. Diosdado Macapagal High School (PDMHS), Sen. Renato Companero Cayetano Memorial Science and Technology High School (SRCCMSTHS), Signal Village National High School (SVNHS), Taguig National High School (TNHS), Taguig Science High

School (TSHS), Tipas National High School (Tipas), Upper Bicutan National High School (UBNHS) and Western Bicutan National High School (WBNHS).

The respondents were the teachers handling *Edukasyon sa Pagpapakatao* be it in full load or extra load.

Instrumentation

The research questionnaire was adopted from the study of Calimutan (2006). The retrieved questionnaire was modified to fit the current needs to be assessed.

The researcher conducted a survey using an open-ended questionnaire in order to get the necessary information to be used in the research instrument. The open-ended questionnaire was composed of questions that intended to know the respondent’s attitude towards *Edukasyon sa Pagpapakatao*

This research instrument was composed of three parts:

Part 1, contains demographic data about the respondents and information related to the implementation of the *Edukasyon sa Pagpapakatao*.

Part 2, was a Likert Scale checklist were presented in the questionnaire to measure the teachers’ attitude towards the content, approaches and strategies and the implementation of the *Edukasyon sa Pagpapakatao* program. The checklist was divided into three categories to identify the teachers’ attitude in the EsP subject: Content; Strategies and Techniques; and Implementation. On each category, there are ten (10) statements that the respondents must check based on their experience and reflection. The respondent must tick the SA if Strongly Agree, A if Agree, N if Neutral, D for Disagree and SD for Disagree to assess their reflection on each item. The scale value used was assigned with the specific score:

Ranges			Scale	Verbal Interpretation
1.00	-	1.50	1	Strongly Disagree (SD)
1.51	-	2.50	2	Disagree (D)
2.51	-	3.50	3	Neutral (N)
3.51	-	4.50	4	Agree (A)
4.51	-	5.00	5	Strongly Agree (SA)

Part 3 was intended for the respondents’ suggestions and recommendation.

Data-Gathering Procedure

Prior to the administration of the questionnaires, permission from the Division Superintendent of Taguig City and Pateros was sought. With the approval permit presented, coordination with the *Edukasyon sa Pagpapakatao* Supervisor was made, and the schedule for the administration of the questionnaires was arranged.

Questionnaires were handed to the School Principals from each school of the respondents. With the cooperation of some close friends, the questionnaires were administered and returned.

Statistical Treatment of Data

The data gathered were consolidated and analyzed. Statistical treatment was used to respond to the purpose of the study. In getting the general attitude of the respondents, the researcher adjusted the weighted mean for each item.

RESULTS AND DISCUSSION

The findings show that only minimal number of respondents who are teaching *Edukasyon sa Pagpapakatao* obtained a degree related to subject that they are assigned to teach, and they are as follows: One (1) Bachelor of Arts in Philosophy; Two (2) Bachelor of Arts in Psychology; Nine (9) Bachelor of Science in Psychology; One (1) Bachelor of Science in Christian Education; One (1) Bachelor of Science in Religious Education; and One (1) Bachelor of Science in Clinical Psychology. Only one (1) or 1.1% of the total population is a degree holder of Bachelor of Secondary Education Major in Values Education.

Since the majority of the respondents are not Values Education majors, which is a major requirement for an EsP teacher to teach *Edukasyon sa Pagpapakatao*, the respondents may be in an Active or Reactive Adjustment.

Most of the respondents are not Values Education majors or the degree obtained is not related to *Edukasyon sa Pagpapakatao*, one (1) or 1.1% of the total population pursued to take up a Diploma in Teaching Values Education. Six (6) or 6.5% finished Master of Arts in Guidance Counseling, and one or 1.1% finished Master of Arts in School Psychology which is relative and helpful in teaching *Edukasyon sa Pagpapakatao*. Three (3) or 3.3% pursued Master of Arts in Education, and 81 are non-responsive in taking up or pursuing graduate programs or certificate related to Values Education. This finding is a clear indication that most of the respondents are still expecting to teach the subject that they specialized.

Some 41 or 44.6% of the respondents never attended training or seminar related to *Edukasyon sa Pagpapakatao*. Twenty-four or 26.1% of the respondents only attended one (1) EsP | Values Education training, 15 or 16.3% respondents were able to attend two trainings in EsP. Nine (9) or 9.8% of the total population were able to attend on three (3) trainings in EsP, and only three (3) or 3.3% were able to attend four trainings in EsP or more. This implies that only a few of the teachers teaching *Edukasyon sa Pagpapakatao* were able to undergo training that will help them develop their attitude towards the subject assigned to them to teach.

Table 1. Teachers’ Attitude towards “*Edukasyon sa Pagpapakatao*” Subject in terms of Content

Content	SA	A	N	D	SD	WM	VI	Rank
	5	4	3	2	1			
	Frequency							
1. EsP subject is an easy subject to teach.	19	33	11	20	9	3.36	N	10
2. The topic in EsP are interesting to teach.	57	32	2	1	-	4.58	SA	1
3. I find challenges in carrying out every topic of EsP to the students.	47	42	2	1	-	4.47	A	3
4. The lesson are appropriate to the level of the students.	41	41	9	1	-	4.33	A	8
5. The topics are reflective of learner’s experiences.	47	38	6	1	-	4.42	A	4
6. The topics of the lessons enable the students to think critically.	40	47	4	1	-	4.37	A	6
7. The lessons are relevant to the current situations.	38	51	2	1	-	4.37	A	5
8. The lessons are arranged in term of its level of difficulty.	22	60	8	1	1	4.10	A	9
9. The contents of the lesson are suited to the needs of the students.	39	45	7	1	-	4.33	A	7
10. The lesson can applied on the real-life situations.	52	36	3	1	-	4.51	SA	2
Overall:						4.28	A	

Legend: SA – “Strongly Agree,” A – “Agree,” N – “Neutral,” D – “Disagree,” SD – “Strongly Disagree,” WM – “Weighted Mean,” VI – “Verbal Interpretation”

Table 1 shows that along with the content of *Edukasyon sa Pagpapakatao* subject, the teacher respondents rated seven (7) items as “Agree,” two (2) of which are “Strongly Agree” and one (1) of the items was rated “Neutral.” Overall, the weighted mean is 4.28, verbally interpreted as “Agree.”

Noting some of the items, the teacher responded “Neutral” that EsP as a (1) subject is easy to teach, at 3.36 mean value. This notion could have been due to the fact that most of the respondents teaching *Edukasyon sa Pagpapakatao* are not Values Education Majors and the field of expertise is not related to EsP. This notion could have been due to the fact on the items that the respondents “Agree”: (4) level of the lessons are at the students’ capacity ($\bar{x} = 4.33$) and (8) level of difficulty ($\bar{x} = 4.10$); (5) reflective learners’ experiences ($\bar{x} = 4.42$), (7) current situations ($\bar{x} = 4.37$) and (9) needs of the students ($\bar{x} = 4.33$) such that these (6) lessons and topics students to think critically ($\bar{x} = 4.37$).

Moreover, the teachers’ attitude towards the content of *Edukasyon sa Pagpapakatao* as a subject, reflects their strong belief that the (2) topics are interesting ($\bar{x} = 4.58$) with the verbal interpretation of Strongly Agree and (3) challenging to teach ($\bar{x} = 4.47$) with the verbal interpretation of Strongly Agree. These attitudes have been so because of the (10) applicability of the lessons and topics to real-life situations ($\bar{x} = 4.51$) with the verbal interpretation of Strongly Agree.

The information indicated that the teachers’ attitude, in general, in terms of the content of the *Edukasyon sa Pagpapakatao* was favorable.

The favorable attitude of the respondents was due to the understanding of the value of the *Edukasyon sa Pagpapakatao* subject as values were defined as what we think is important in our lives.

Table 2. Teachers’ Attitude towards “*Edukasyon sa Pagpapakatao*” Subject in terms of Teaching Approaches and Strategies

	SA	A	N	D	SD			
Teaching Approaches and strategies	5	4	3	2	1	WM	VI	Rank
	Frequency							
1. I am confident of the approaches I am using in my EsP class.	21	64	7	-	-	4.15	A	4
2. I am using diverse approaches in my class.	20	66	6	-	-	4.15	A	3
3. I complement my teaching approach with appropriate instructional materials.	17	63	11	1	-	4.04	A	6
4. My creativity as teacher is further enhanced by the different approaches.	29	51	8	3	1	4.13	A	5
5. I lack knowledge on the different approaches used in teaching the subject.	7	26	24	24	11	2.93	N	10

6. I always find myself repeatedly using the same approach in conducting my lessons.	10	32	23	24	3	3.24	N	8
7. I find my strategies effective in obtaining maximum student's participation.	18	57	16	1	-	4.00	A	7
8. I encourage student's participation by giving group activities.	36	46	10	-	-	4.28	A	1
9. Activities undertaken by the students enable them to have a better perspective of life.	37	44	9	2	-	4.26	A	2
10. I have difficulty in using varied activities in conducting my lesson.	7	28	22	27	8	2.99	N	9
Overall:						3.82	A	

Legend: SA – “Strongly Agree,” A – “Agree,” N – “Neutral,” D – “Disagree,” SD – “Strongly Disagree,” WM – “Weighted Mean,” VI – “Verbal Interpretation”

As for the teacher respondents, table 2 reflects their attitudes towards the teaching approaches and strategies used in the conduct of *Edukasyon sa Pagpapakatao* classes. As can be noted in the table, the composite meanss at 3.82, which is verbally interpreted as “Agree.” This means from the table also, it can be gleaned that seven (7) of the items are rated as “Agree” and three (3) are “Neutral.” With the composite mean of 3.82, this means that the teachers have a favorable attitude towards the teaching approaches and strategies used in *Edukasyon sa Pagpapakatao* classes.

Item number 5 that the teachers’ lack of knowledge on the different approaches they were using in teaching this subject, values at 2.93 “Neutral.” This is because of the reason that the teachers are not familiar with the approaches and strategies in teaching EsP. As such, they are not sure if they have the tendency for them to (6) repeatedly use the same approaches in conducting their lesson (\bar{x} = 3.24 “Neutral”), which also made the respondents “Neutral” in item no. 10, that they have difficulty in using varied activities in conducting the VE lessons in their respective classes.

Moreover, in item no. 1 (\bar{x} = 4.15 “Agree”), teachers showed confidence in the use of diverse approaches in their classes, which were complemented by appropriate instructional materials. They believe that their strategies were effective in obtaining maximum students’ participation (\bar{x} = 4.00 “Agree”). Through these activities, teachers hoped of students to have a better perspective on life as of item no. 9 (\bar{x} = 4.26 “Agree”) Basically, despite the fact that most of the teacher – respondents are does not specialize *Edukasyon sa Pagpapakatao*, the favorable response of the respondents towards the approaches and strategies is a big factor in the implementation

of the curriculum. This attitude towards the approaches and strategies in teaching will help the teachers fulfill the challenge in the implementation of the K-12 Curriculum, *Edukasyon sa Pagpapakatao*: “*Gabayan ang mag-aaral na matutunan ang kabuluhan ng kanyang buhay, ang papel niya sa pamilya at sa lipunan upang makibahagi siya sa pamayanang pinaiiiral ang katotohanan, kalayaan, katurungan at pagmamahal.*”

Table 3. Teachers’ Attitude towards “Edukasyon sa Pagpapakatao” Subject in terms of Implementation of the Edukasyon sa Pagpapakatao Subject (K-12)

	SA	A	N	D	SD	WM	VI	Rank
Implementation of the Values Program	5	4	3	2	1			
	Frequency							
1. The EsP Program is an important component of the secondary curriculum.	71	21	-	-	-	4.77	SA	1
2. I lack orientation regarding the objectives of the program.	6	20	25	27	14	2.75	N	10
3. EsP is treated as the least important subject.	23	31	8	13	17	3.33	N	8
4. EsP should continuously be taught as a separate subject.	64	19	7	1	1	4.57	SA	2
5. Since EsP is integrated across subject, there is no need to offer it as a separate subject.	8	9	9	22	44	2.08	D	11
6. EsP should have the same time allotment with that of the major subjects.	48	27	10	4	3	4.23	A	3
7. Time allotment is not enough to carry out the objectives of the lessons.	33	33	19	6	1	3.99	A	5
8. The prescribed time allotment in teaching the subject should be monitored.	30	43	15	3	1	4.07	A	4
9. Opportunities for EsP trainings are limited in our school.	26	37	19	8	2	3.84	A	7
10. Textbook and related references which are provided by the Department of Education are sufficient in my assigned year level EsP class.	6	25	22	25	14	2.83	N	9
11. The percentage of each criterion in the grading system justifies the effectiveness of what had been transpired during the learning process.	10	63	16	1	2	3.85	A	6
Overall:						3.66	A	

Legend: SA – “Strongly Agree,” A – “Agree,” N – “Neutral,” D – “Disagree,” SD – “Strongly Disagree,” WM – “Weighted Mean,” VI – “Verbal Interpretation”

Among the eleven (11) statements, two (2) items (1 and 4) are “Strongly Agree”, three (3) of which (2, 3 and 10) is “Neutral”, five (5) are (6,7,8,9 and 11) “Agree” and one (1) is (item no. 5) “Disagree”.

Item number 1 (\bar{x} = 4.77 “Strongly Agree”) shows that in terms of the implementation of the program, the teachers “Strongly Agree” that the *Edukasyon sa Pagpapakatao* program is an important component in the secondary curriculum such that this should be continuously taught as a separate subject (\bar{x} = 4.57 “Strongly Agree”). With these, they strongly expressed the need for training are limited (\bar{x} = 3.84 “Agree”). This limited training opportunity in *Edukasyon sa Pagpapakatao* may hamper the quality of teaching-learning process.

On the other hand, because of the lack of training in EsP, the lack of orientation about EsP (\bar{x} = 2.75 “Neutral”), Time allotment is not enough (\bar{x} = 3.99 “Agree”), and Sufficiency of learning materials (\bar{x} = 2.83 “Neutral”), the teacher respondents are “Neutral” (\bar{x} = 3.33) in the idea that *Edukasyon sa Pagpapakatao* is treated as least important subject.

CONCLUSIONS

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

1. Only one among the respondents obtained Values Education as a Degree and, one pursued in diploma in Values Education and 10 pursued Masters Degree Most of the Respondents did not go under a training related to *Edukasyon sa Pagpapakatao*.
2. Teachers’ have a favorable attitude towards the *Edukasyon sa Pagpapakatao* despite the fact that they really do not master its content. They have a favorable attitude towards the implementation of the subject, as they believe that it is an important part of the curriculum. They have a favorable attitude towards the Implementation of *Edukasyon sa Pagpapakatao*.

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Perception of Beneficiaries towards the Implementation of Conditional Cash Transfer (4p's) in the Municipality of Sapián, Capiz, Philippines

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ABSTRACT

The Philippine government shows its serious effort to combat poverty through the continuing expansion of the *Pantawid Pamilyang Pilipino* Program (4Ps), the Philippines' version of the conditional cash transfer (CCT) program modeled by Latin American countries. The 4Ps program now operates in 17 regions, 79 provinces, and 1,261 municipalities and 138 key cities covering 3,014,586 household beneficiaries. The study was conducted to determine the perception of beneficiaries towards the implementation of 4Ps in the Municipality of Sapián, Capiz with 285 respondents taken from 989 recipients. The independent variables were the demographic characteristics of the respondents. The dependent variables are the perceptions in terms of qualification, distribution, evaluation, monitoring, and political intervention. The research instrument used to gather data were the structured survey questionnaire and interview. To analyze and interpret the data, several statistical tools were used namely: frequency count, mean, percentage, and Pearson R. Fifty-six percent of the respondents were female. Most of them were between 20 to 35 years of age, and majority of the number of their children were four to six. Most of them were high school level and unemployed. The data shows that from among the six

perceptions of the recipients, the qualification, monitoring of the program, political interventions, utilization of the aid, and efficiency in the distribution of aid are moderately favorable. The actual benefit of the aid was verbally interpreted as slightly favorable. The findings show that respondents have a positive view and acceptance on the PPP program only they met difficulty in receiving the aid in the sense that there are so many recipients, so they cannot be accommodated in the same time. The results show that despite the differences of the respondents in terms of their sex, age, number of children, educational attainment, occupation, and estimated family income, but still they have the same rates of information given to the PPP program.

KEYWORDS

Implementation, Poverty, Human Development, Pantawid Pamilyang Pilipino Program 4Ps, Conditional Cash Transfer, Government, Aid, Capiz, Philippines

INTRODUCTION

Extending poverty to the poor is one of the most important poverty reduction strategies a nation can implement. One of the proposed ways to help poor people that emerged is the Pantawid Pamilyang Pilipino Program or Conditional Cash Transfer, which is the answer also to the fulfillment of the countries commitment to the Millennium Developments Goals. Millennium Developments Goals are access to information on sexual and reproductive health, action against domestic violence, deworming school children, ending user fees for basic health care, and basic education for all. The policy of this program becomes much more oriented toward what will get more aid money than it does towards meeting the needs of people.

Conditional Cash Transfer (CCT) programs are being implemented in very diverse country settings raises many questions regarding their design: the role of conditions, the appropriate means of targeting, the right size of the transfer, and the best way to coordinate CCT programs with the supply of services are just a few of the important questions being asked. In the Philippines, the government has a wide range of social protection program is in place. A wide range of social protection programs is offered in the Philippines. However, during the 1997 Asian financial crisis exposed weaknesses in coverage, targeting methodologies and techniques, and operational constraints. These result in significant leakages; resources go unduly to the non – poor and the near poor amid lack of reliable poverty

measures as well as overlaps and redundancies in sectorial or geographical beneficiaries (Anup, 2014).

The key factors underlying poverty and inequality in the country is Inadequate human capabilities and limited access to social services. While the Philippines have achieved nearly universal primary education, enrolment in secondary education, at about 73%, leaves much room for improvement. In 2004, the average enrollment rate for the bottom 10% of the population was less than 55% compared to about 75% for the top 10%. Attendance in secondary education is below the national average in the poorer regions. In terms of health services, disparities in access to such services among income groups are even more pronounced. The average access to health services was a little over 30% for the bottom 20% of the population while it was close to 45% for the top 20% (Tabuga & Reyes, 2012).

Confronted with these findings, the Government of the Philippines, through the leadership of the Department of Social Welfare and Development (DSWD) was moved to adopt a Conditional Cash Transfer (CCT) Program dubbed as *Pantawid Pamilyang Pilipino Program (4Ps)*. *Pantawid Pamilyang Pilipino Program (4Ps)*, the Philippines' version of the conditional cash transfer (CCT) program modeled from Latin American countries are more than a welfare program; it addresses structural inequities in society and promotes human capital development of the poor, thus, breaking the intergenerational cycle of poverty. The conditions attached to the grants require parents to undergo trainings on responsible parenthood, have their children undergo health check-ups, and ensure school attendance. The program ensures that there is sufficient resource for the health, nutrition and education of children aged 0-18 years old (Tabuga & Reyes, 2012).

Aside from providing income support to extremely poor households that would encourage them to increase investments in their children's human capital. 4Ps will serve as the lead vehicle through which the many cross-cutting issues (e.g. targeting, monitoring, and evaluating) will be addressed. The focus is on building human capital of poorest families (health, nutrition and education) given the observation that low schooling, low health and high malnutrition are strongly associated with the poverty cycle in the Philippines.

In order to ensure an effective and well-targeted social protection program, 4Ps employs a targeting system to identify the poorest households objectively and to prevent inclusion and exclusion errors, system verification of compliance that includes a computer system being developed to beneficial in the schools where children beneficiaries are attending classes and in health centers where the mothers bring their children for health checkups and

immunization, and for a two pronged monitoring and evaluation (M&E) system to ensure that implementation is done in accordance with set policies and procedures as well as to evaluate whether the program was able to improve the lives of the beneficiaries in the communities successfully. There are all being undertaken to determine the impact and to ensure that assistance is directly given to the deserving and qualified households, thereby ensuring a graft free program (Chaudhury, Friedman, Onishi, 2013).

Aside from this, 4Ps also helps fulfill the country's commitment to meet the Millennium Development Goals, namely (a) *Eradicate Extreme Poverty and Hunger*, (b) *Achieve Universal Gender Equality*, Furthermore, the program is also aligned with the DSWD's goal of poverty reduction and empowering the poor and vulnerable groups of society. Likewise, it is also a part of the Department's Reform Agenda under the National Sector Support for Social Welfare and Development Project.

However, some criticisms of the conditional cash transfer (CCT) programs/ Pantawid Pamilyang Pilipino Program (4P's) provide good arguments for continuing it. That is, they raise valid questions and best answer with the empirical evidence available that can only distinguish if the program is given a chance to run for a good length of time. Given the large investment, the Aquino administration on prepared to make this social protection program, P39 billion in 2012; P306 billion for the period 2012 to 2016, it is reasonable to demand that the Pantawid Pamilyang Pilipino Program (4Ps) be continuously and systematically examined, monitored and evaluated. Unfortunately, on the 4P's debates have been mostly argumentative and speculative. Legislators have argued for spending the tax pesos allocated for CCT on building more classrooms, buying more textbooks and training teachers instead. While the argument makes a lot of sense, the determination of which is the better use of our tax pesos is helped more by sound economic analysis than by provocative sound bites and privilege speeches, or by the results of opinion polls. Our policy debates mainly consist of exchanging opinions and rarely, hard evidence offered (Saavedra & Garcia).

Because of this prevailing argument, the researcher has come up with this study, which focuses specifically on the perceptions of the recipients of Pantawid Pamilyang Pilipino Program of the government.

OBJECTIVES OF THE STUDY

The main objective of this study was to determine the perception of beneficiaries on the implementation of the Pantawid Pamilyang Pilipino

Program (4Ps) in the Municipality of Sapián. Specifically, it intended to determine the attributes of the respondents in terms of age, sex, civil status, educational attainment, occupation, estimated monthly family income and number of children; to find out the problems of the beneficiaries; to determine the perceptions of the beneficiaries in terms of qualification, distribution, monitoring, evaluation and political intervention; and to determine the significant relationship between the attributes of the respondents and their perception towards the Pantawid Pamilyang Pilipino Program (4Ps).

The study uses such factors as the bases to determine the perception of the respondents in terms of qualification, distribution, monitoring, evaluation, and political intervention.

This study attempted to verify the hypothesis that there is no significant relationship between the socio-demographic characteristics of the respondents and their perception towards the Pantawid Pamilyang Pilipino Program (4Ps).

METHODOLOGY

The study used descriptive-correlational research design. Correlation research aims to describe the relationship between variables, make predictions of one variable from another variable and examine possible cause, and effect relationship between a variable and the other.

This research design was deemed appropriate for this particular study because its primary concern is to determine the perceptions of the 4P's recipients in terms of qualification, distribution, evaluation, monitoring, and political intervention.

The respondents of the study were the recipients of the 4P's in the municipality of Sapián. From 989 beneficiaries, 285 became the respondents of the study. The study utilizes the stratified random sampling using Sloven's formula by Subong (2005).

The data needed for the study were gathered with the use of the questionnaire. The questionnaire has three parts. The first part dealt with the socio-demographic characteristics of the respondents such as age, sex, civil status, educational attainment, occupation, family monthly income, and number of children. The second part dealt with the problems encountered in the 4Ps. The third part is the scale used to determine the respondents' perceptions of 4Ps in terms of qualification, distribution, evaluation, monitoring, and political intervention.

To organize the data collected from the questionnaires, the following scale was used:

Response Category:	Score Interval	Verbal Interpretation
Strongly Agree	4.45 – 5.0	Favorable
Agree	3.45 – 4.44	Moderately Favorable
Uncertain	2.45 – 3.44	Slightly Favorable
Disagree	1.45 – 2.44	Least Favorable
Strongly Disagree	1 – 1.44	Not Favorable

Perception in the Implementation of 4p's

The data gathered were analyzed with the use of the following statistical tools: frequency count, mean, percentage, and Pearson R. Percentage is used to determine the respondents per hundred. Pearson R is used to find out the relationship between socio-demographic characteristics of the respondents and their perception towards the 4Ps.

RESULTS AND DISCUSSION

Attributes of the Respondents

The result shows the attributes of the respondents. When they are classified as to sex, 160 (56%) were female while 125 (44%) were male. As to their age, 135(47.37%) belonged to the age bracket of 20-35 years old, 118 (41.40%) were 36-51 years old and 32 (11.23%) were 52-67 years old. In terms of their civil status, the majority of them were married, 11 (3.86%) were widow/er, 3(1.05) were separated, and none of them were single. As to their educational attainment, most of them were high school level, 76 (26.67%) were elementary graduate, 66(23.16) were an elementary level, 38 (13.33%) were high school graduate, 19 (6.67%) were college level. In terms of their occupation, the majority of them were unemployed, 104(36.49%) were self-employed, while only 47 (16.49%) were employed. As to their income, most of them had a monthly income of 2,000 and below, 86 (30.17%) had 2,001-4000 monthly income, while only 9 (3.16) had 4,000-6,000 monthly income.

Table 1. Attributes of the Respondents

	Variable	Frequency	Percentage
Sex	Male	125	44
	Female	160	56
Total		285	100
Age	52-67 yrs. Old (Old)	32	11.23
	36-51 yrs. Old (Middle Age)	118	44.40
	20-35 yrs. Old (Young)	135	47.37
Total		285	100
Civil Status	Single	0	0
	Married	271	95.09
	Widow/er	11	3.86
	Separated	3	1.05
Total		285	100
Educational Attainment	Elementary level	66	23.16
	Elementary graduate	76	26.67
	Secondary level	86	30.17
	Secondary graduate	38	13.33
	College level	19	6.67
Total		285	100
Occupation	Employed	47	16.49
	Self-employed	104	36.49
	Unemployed	134	47
Total		285	100
Income	4,001-6,000	9	3.16
	2,001-4,000	86	30.17
	2,000 and below	190	66.67
	Total	285	100
Number of Children	7-9	66	23.16
	4-6	153	53.68
	0-3	66	23.16
	Total	285	100

Problems Encountered by the Respondents in the implementation of the 4P's

The statement, the “cash grant is not enough, not given on time and the beneficiaries are unable to attend the meeting was verbally interpreted as “moderately serious” with the mean of 1.9, 2.3, 2.1 Respectively. The rest of the statements were “not serious.” The grand mean of 2.4 was verbally interpreted as “not serious” thus, it indicates that the problems encountered by the respondents and the government personnel cannot affect the implementation of the 4P’s.

Table 2. Problems Encountered by the Respondents in the implementation of the 4P’s

Problems	Mean	Verbal Interpretation
1. Cash grant is not enough.	1.9	Moderately Serious
2. Cash grant is not given on time.	2.3	Moderately Serious
3. Beneficiaries are unable to attend the meetings.	2.1	Moderately Serious
4. Cash grant is used for gambling and other vices.	2.6	Not Serious
5. There is Favoritism in the listing of the beneficiaries.	2.5	Not Serious
6. Graft and corruption in the implementation of the 4Ps.	2.6	Not Serious
7. Lack of awareness of the responsibilities of the recipients.	2.5	Not Serious
8. A 5 year program plan for the cash grant is not enough.	2.4	Not Serious
9. Lack of information disseminating the 4Ps.	2.6	Not Serious
10. There is Political intervention in the listing the beneficiaries.	2.6	Not Serious
Grand Mean	2.4	Not Serious

Perceptions of Respondents in terms of Program Qualification

The grand mean of 3.8 revealed that the qualification of the program is “moderately favorable.” It was further revealed that the highest mean of 4.6 was on the item “only those who are poor are included in the list of those who should receive the cash grant” verbally interpreted as “favorable.”

Out of the five items under this category, three had means ranging from 3.3-4.0 with a verbal interpretation of “Moderately favorable.” These are: Some of those who are included in the list are not poor members of the community (4.0), only those who are 0-14 years old at the time of assessment are qualified to receive cash grant from the DSWD (3.5), some mothers are not pregnant during the time of assessment who were enlisted into the 4Ps (3.4) and only one statement parents who agreed to attend

Family Development Sessions are included in the list of the beneficiaries of the 4Ps is verbally interpreted as “slightly favorable” with a mean of 3.3. This implies that the implementation of this program is moderately positive.

Table 3. Perceptions of Respondents in terms of Program Qualification

Statement	Mean	Verbal Interpretation
Only those who are poor are included in the list of those who should receive the cash grant.	4.6	Favorable
Some of those who are included in the list are not poor members of the community.	4.0	Moderately Favorable
Only those who are 0-14 years old at the time of assessment are qualified to receive cash grant from the DSWD.	3.5	Moderately favorable
There are mothers who are not pregnant during the time of assessment who were enlisted into the 4Ps.	3.4	Moderately Favorable
Parents who agreed to attend Family Development Sessions are included in the list of the beneficiaries of the 4Ps.	3.3	Slightly favorable
Grand Mean	3.8	Moderately Favorable

Perceptions of Respondents in terms of Program Distribution

The grand mean 3.4 shows that the distribution program is slightly favorable. The cash grant Php500 per month for health and nutrition, Php300 per month for the education of the child, and the offsite distribution of cash grant that is time-consuming was verbally interpreted as “Slightly Favorable” with the mean of 2.9, 3.7 and 3.0 respectively. The distribution of cash grant with schedule and through cash card or ATM was interpreted as “Moderately Favorable” with the mean of 3.9 and 3.5. Thus, it simply shows that program distribution need to develop for the convenience of the recipients

Table 4. Perceptions of Respondents in terms of Program Distribution

Statement	Mean	Verbal Interpretation
The cash grant of Php500 per month by each qualified household is adequate for the health and nutrition purposes of the family.	2.9	Slightly Favorable
The cash grant of Php300 per month received by the qualified child for his/her education is enough.	3.7	Slightly Favorable
The distribution of cash grant to beneficiaries follows the set schedule.	3.9	Moderately favorable
The distribution of cash grant through cash card or ATM from LBP is convenient.	3.5	Moderately Favorable
Offsite distribution of cash grant to the family beneficiaries is time-consuming.	3.0	Slightly favorable
Grand Mean	3.4	Slightly Favorable

Perceptions of Respondents in terms of Program Evaluation

In terms of Program Evaluation, four statements were interpreted as “Slightly Favorable” these are: The Barangay captain assists the DSWD in evaluating the program, The recipients regularly submit the list of expenses to the DSWD, The DSWD failed thoroughly evaluate the enlisted members, The DSWD/Enumerators do not regularly visit and evaluate household recipients, with their mean of 3.4, 3.2, 3.3 and 2.9 respectively. Moreover, only one statement was interpreted as “Moderately favorable,” that is DSWD regularly evaluates with the mean of 4.1. The Grand Mean of 3.4 verbally interpreted as “Slightly favorable” shows that the program evaluation needs improvement so that indigents have a favorable effect on their evaluation.

Table 5. Perceptions of Respondents in terms of Program Evaluation

Statement	Mean	Verbal Interpretation
The 4Ps is being evaluated by DSWD regularly.	4.1	Moderately Favorable
The Barangay captain assists the DSWD in evaluating the program.	3.4	Slightly Favorable
The recipients regularly submit the list of expenses to the DSWD.	3.2	Slightly favorable
The DSWD failed to evaluate the enlisted members thoroughly.	3.3	Slightly Favorable
The DSWD/Enumerators do not regularly visit and evaluate household recipients.	2.9	Slightly Favorable
Grand Mean	3.4	Slightly Favorable

Perceptions of Respondents in terms of Program Monitoring

Respondents verbally interpreted as “slightly favorable,” the statement “the recipients who do not attend regular meetings but continue to receive cash grants with the mean of 3.8. The statement “DSWD checks on the recipients who comply with the conditions of the 4Ps” on the other hand was verbally interpreted as “favorable” with the mean of 4.2 and the two remaining statements were “moderately favorable.” The grand mean 3.6 shows that the Program monitoring is moderately favorable. It indicates that there is a need for close monitoring of this for further development of this program.

Table 6. Perceptions of Respondents in terms of Program Monitoring

Statement	Mean	Verbal Interpretation
The DSWD checks on the recipients who comply with the conditions of the 4Ps.	4.2	Favorable
Some parents ask the teachers to sign the attendance of their children although they have not attended classes.	4.0	Moderately Favorable
The DSWD sees to it that recipients who are suspended from receiving cash grants are delisted.	2.0	Slightly favorable
Some of the recipients do not bring their children to “health centers” for a checkup.	3.9	Moderately Favorable
There are recipients who do not attend regular meetings but still continue to receive cash grants.	3.8	Moderately favorable
Grand Mean	3.6	Moderately Favorable

Perceptions of respondents in terms of Program Political Intervention

The political intervention of the program as perceived by the respondents shows that all of the statements in the list were “Moderately favorable” except for the first statement “Barangay officials do not show favoritism in the selection of member beneficiaries of the program” that was verbally interpreted as “slightly favorable” with the mean of 3.0. The grand mean 3.6 verbally interpreted as “moderately favorable” implies that there is less involvement of the politicians in the program.

Table 7. Perceptions of Respondents in terms of Program Political Intervention

Statement	Mean	Verbal Interpretation
Barangay officials do not show favoritism in the selection of member beneficiaries of the program.	3.0	Slightly Favorable
The 4ps can be a source of graft and corruption.	3.8	Moderately Favorable
Government officials remove or add beneficiaries without undergoing a due process by the DSWD.	3.6	Moderately favorable

Government officials use the 4P's for the welfare of the people and the development of the nation as a whole.	3.8	Moderately Favorable
Officials are transparent in giving information to the beneficiaries with regards to the benefits of the program.	3.7	Moderately favorable
Grand Mean	3.6	Moderately Favorable

Relationship of Respondents' attributes and their Perception

The socio demographic such as sex, age, Civil Status, Educational Attainment, Occupation, Estimated monthly Family Income and Number of Children are not significantly related on the respondents' perception towards the implementation of the program.

Table 8. Relationship of Respondents' attributes and their Perception

Socio-demographic/Perceptions	Pearson r	Sig. 2 tailed	Probability
Sex	0.318	0.087	Not Significant
Age	0.013	0.947	Not Significant
Civil Status	0.299	0.108	Not Significant
Educational Attainment	-0.063	0.742	Not Significant
Occupation	-0.193	0.307	Not Significant
Estimated monthly Family Income	0.076	0.691	Not Significant
Number of Children	0.038	0.844	Not Significant

CONCLUSIONS & RECOMMENDATIONS

Majority of the respondents were female. Most of them were between 20 to 35 years of age and majority of the number of their children were four to six. Most of them were high school level and unemployed. The data shows that from among the six perceptions of the recipients, the qualification, monitoring of the program, political interventions, utilization of the aid and efficiency in the distribution of aid are moderately favorable. The actual benefit of the aid was verbally interpreted as slightly favorable. The findings show that respondents have a positive view and acceptance on the PPP program only they met difficulty in receiving the aid in the sense that there are so many recipients, so they cannot be accommodated in the same time. Despite the differences of the respondents in terms of their sex, age, number of children, educational attainment, occupation and estimated family income, the perception of the Pantawid Pamilyang Pilipino Program are the same. To implement PPP program effectively, a well-designed and well – defined institutional arrangement is needed. There must be a close collaboration and partnership with all the members of the community in order to ensure that the conditional cash grant are utilize wisely. There should be a transparency of the listing on the PPP recipients.

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Development of Online Discussion System: Its acceptability

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ABSTRACT

Educators nowadays look for innovative ways to continue the learning process even brought by the suspension of classes. Hence, the creation of a learning management system is an effective alternative form of education to people without leaving home. The study is to develop an online discussion system for students enrolled in educational technology at Philippine Normal University, Philippines. The developmental research design to be used is descriptive in nature, and improved research instrument was used in gathering the data. The results revealed that in terms of site origin, the panel of evaluators rated it as “Highly Acceptable” with a mean average of 0.84. In design or development, the panel of evaluators agreed that it is “Highly Acceptable” with a mean average of 0.83. The content materials were also regarded as “Highly Acceptable” with a mean average of 0.89. The easy access showed a mean average of 0.88 and interpreted as “Highly Acceptable” as well. The security revealed a mean average of 0.96 and interpreted as “Highly Acceptable.” Looking at the overall mean of 0.88, the Developed Online Discussion System is an acceptable Learning Management System. Positive results suggest implementation or adaption of the tools to develop more online materials for teacher education program and other discipline and connect using the technology device.

KEYWORDS

Online discussion system, educators, innovation, learning management system, developmental research, Philippines

INTRODUCTION

Origin and Justification of the Study

With the fast phased improvement of technology, the academic community is now exposed to multimedia preparation of aids in learning. Teachers now use technology in classroom teaching for sharing and imparting knowledge. Many useful programs like the Microsoft Word for the documentation, Excel for spreadsheets and Powerpoint for presentation can be used to present lessons and likewise motivate students to utilize the various amenities of technology.

Subsequently, part of this technology revolution is online instruction or the distance learning that helps deliver a variety of lessons or courses beyond the classroom walls. Today's education becomes more diverse that distance learning has proven to be an alternative. It offers an extraordinary opportunity to further one's education, complete a degree, or keep up with advancements in one's area of expertise at one's convenience.

The interconnectivity, in this regard, has been very useful not only for the educators but also for the learners. The importance of the internet in education by accessing the world-wide-web is a well-recognized fact. Internet technology, with its wealth of resources and techniques, allows teachers and students to keep up their minds. It encompasses both teachers and students to exchange and try ideas.

Every year the Philippines struggles dealing with tropical cyclones, flash floods, and weather surges disrupts programs and activities in school. Classes tend to be suspended for reasons like floods, discontinued transportations and often a power failure. Due to the cited problems encountered by young and adult students, educators nowadays looked for an innovative way to continue the learning process even brought by the suspension of classes. The creation of learning management system is a valuable alternative form of education to people without leaving home.

For this reason, the researcher will develop an online discussion system.

FRAMEWORK

The Philippine Normal University as the National Center for Teacher Education through its vision to become an internationally recognized and nationally responsive teacher educational institution. It is mandated to

produce innovative teachers and educational leaders by nurturing humane high quality teachers that inspire Filipino students and graduates in the country and in the world.

Learning Management System

In the definition of Thesaurus dictionary, Learning Management System (LMS) is a software application framework used to organize and distribute e-learning materials, assignments, track and calculate grades, and facilitate communication among students and teachers. An LMS is an application platform that delivers and manages instructional content, identifies and assesses individual and organizational learning or training goals, tracks the progress towards meeting those goals and collects and presents data for supervising the learning process of the organization as a whole. An LMS delivers content but also handles registering for courses, course administration, skills gap analysis, tracking, and reporting.

Learning Management System (LMS) provides teacher-student and student-student interactions using the world-wide-web. In which a learner has the opportunity to have their own individual profile when it comes to their files. This project is specifically made to cater the needs of undergraduate educational technology students by providing virtual interaction between the teachers and students via private messaging and group discussions.

Hall (2003) also defines LMS as software that automates the administration of events. All LMS manage the log-in of registered users, manage course catalogs, record data from learners, and provide reports to the management.

Learning Management System is a technology advanced tool that makes learning accessible. This has been used worldwide by different prestigious universities and colleges. Cited are some of the Open Universities in the Philippines that use the Learning Management System.

Online Courseware

The current instructional applications of technology provide two distinct formats for such interaction - synchronous and asynchronous online courseware interaction. *Synchronous* e-learning involves online studies through simultaneous participation in chat and video conferencing. This can be traced to the use of closed-circuit television to the universities campuses during the 1940s. The advantage of synchronous instruction is that interaction is done in “real time” and has an immediacy. Examples include interactive TV, teleconferencing and computer conferencing, and internet chats.

On the contrary, Asynchronous instruction is fundamental to higher education and does not require interaction between teacher and students

and among students. Teacher-student and student-student interaction are pre-requisite to course satisfaction (Allen, Kern, & Havenhand, 2002) and are associated with decreased attrition (Muilenburg & Berge, 2001). A student does not need to be gathered together in the same location at the same time. Instead, students may choose their instructional time frame and gather learning materials according to their schedules. Asynchronous instruction is more flexible than synchronous instruction. The self-paced format accommodates multiple learning levels and schedules. Examples of asynchronous delivery include e-mail, listservs, audiocassette courses, videotaped courses, correspondence courses, and WWW-based courses.

World Wide Web

The World Wide Web (also known as the Web) is a system for viewing, sharing, publishing and reviewing many types of documents on the Internet. Web documents are created in Hyper Text Markup Language (HTML) and are interpreted by Web browsers a software that enables you to view HTML, e.g., Internet Explorer, Mozilla Firefox, Google Chrome. Instructors use Web sites and Learning Management software such as *blackboard*, *Desire to Learn* (D2L) to deliver lectures, assignments, and tests.

Some of the classes also include message boards where students can share information and questions. Students also often use Google and other recommended research tools to research their assignments and research papers

Internet-based teaching has both merits of traditional in-class learning and autodidactic environments. Also, students may benefit from the flexible schedule and unbounded instructional resources to progress at their own pace.

Web Browser

A web browser is a software application that can be downloaded via the net for the purpose of retrieving, presenting, and navigating resources on the world-wide-web. This program also designed to access and view documents using the Uniform Resource Identifier (URI) that can be viewed as a web page, an image, video, or other piece of content on the net.

The major web browsers are Chrome, Firefox, Internet Explorer, Opera, and Safari.

1. Google Chrome is a freeware web browser that uses the WebKit layout engine developed by Google. It was released on September 2, 2008, as a beta version for Microsoft Windows and as a stable public release on December 11, 2008. Google Chrome had 35% worldwide usage share of web browsers according to StatCounter as of November 2012 making it the most widely used web browser. However, Net Applications, indicates that Chrome is rank only third when it comes

to the size of its user base, behind Internet Explorer and Firefox.

2. Mozilla Firefox is a free and open source web browser developed for OSX, Microsoft Windows and Linux (including Android) coordinated by Mozilla Corporation and Mozilla Foundation. To render engine to render web pages, Firefox uses the Gecko layout engine which implements current and anticipated web standards. As of October 2012, Firefox has estimated 20% to 24% of worldwide usage share of web browsers, making it the second or third most widely used web browser, according to different sources. According to Mozilla, Firefox counts with over 450 million users around the world. The browser had particular success in Indonesia, Germany, Poland, and Estonia, where it is the most popular browser with 65%, 47%, 47% and 35% of the market share respectively.
3. Internet Explorer (formerly Microsoft Internet Explorer MSIE), and Windows Internet Explorer (IE) is developed by Microsoft as a series of graphical web browsers. Starting 1995, it is part of the Microsoft line of the operating system as part of the add-on package Plus for Windows 95 that year. Later versions were available as free downloads, or in service packs, and included in the OEM service releases of Windows 95 and later versions of Windows.

Attaining nearly 95% usage share during 2002 and 2003, Internet Explorer is one of the most widely used web browsers. Its usage share has since declined with the launch of Safari (2003), Firefox (2004), and Google Chrome (2008), each of which now has a significant market share. Estimates for Internet Explorer's overall market share range from 27.4% to 54.13%, as of October 2012 (browser market share is notoriously difficult to calculate). Microsoft spent over USD100 million per year on Internet Explorer in the late 1990s, with over 1000 people working on it by 1999.

Since its first release, Microsoft has added features and technologies such as basic table display (in version 1.5); XML Http Request (in version 5), which aids creation of dynamic web pages; and Internationalized Domain Names (in version 7), which allows Web sites to have native-language addresses with non-Latin characters. The browser has also received scrutiny throughout its development for the use of third-party technology (such as the source code of Spyglass Mosaic, used without royalty in early versions) and security and privacy vulnerabilities, and both the United States and the European Union have alleged that integration of Internet Explorer with Windows has been the detriment of other browsers.

The latest stable release web browser is Internet Explorer 10, with a new interface allowing for use as both a desktop application, and as a Windows 8 application (Microsoft, 2012).

4. Opera is a web browser and Internet suite developed by Opera Software with over 300 million users worldwide. The browser handles common internet related tasks such as displaying websites, sending and receiving e-mail messages, managing contacts, chatting on IRC, downloading files via BitTorrent, and reading web feeds. Opera is offered free of charge for personal computers and mobile phones. Opera runs on a variety of personal computer operating systems, including Microsoft Windows, Mac OS X, Linux, and FreeBSD. Opera editions are available for devices using the Maemo, Bada, BlackBerry, Symbian, Windows Mobile, Android, and iOS operating systems, and Java ME, approximately 120 million mobile phones have been shipped with Opera. It is the only commercial web browser available for the Nintendo DS and Wii gaming systems. Some television set-top boxes, as well as TV-set, use Opera to render HTML-based interactive content. Adobe Systems has licensed Opera technology for use in the Adobe Creative Suite. (Wikipedia, 2013).
5. Safari is a web browser developed by Apple Inc. and included with the Mac OS X and iOS operating systems. First released as a public beta on January 7, 2003 on the company's OS X operating system, it became Apple's default browser beginning with Mac OS X v10.3 "Panther." Safari is also the native browser for iOS. A version of Safari for the Microsoft Windows operating system was first released on June 11, 2007, and supported Windows XP Service Pack 2/3, Windows Vista, and Windows 7, but it is no longer promoted or updated. Safari 5.1.7 is the last version available for Windows PC. According to Net Applications, Safari accounted for 62.17% mobile web browsing traffic and 5.43% of desktop traffic in October 2011, giving a combined market share of 8.72 percent.

Web Server

It refers to either the hardware (the computer) or the software (the computer application) that helps to deliver content which can be accessed through the Internet.

The primary function of a web server is to deliver web pages on the request to clients. This means delivery of HTML documents and any additional content that may be included in a document such as images, style sheets, and scripts.

A user agent, commonly a web browser or web crawler, initiates communication by requesting a specific resource using HTTP and the server responds with the content of that resource or an error message if unable to do so. The resource is typically a real file on the server's secondary memory, but this is not necessarily the case and depends on how the web server is implemented.

Full implementation of HTTP also consists of different ways of receiving content from clients. This feature is used for submitting web forms, including uploading of files.

Many generic web servers also support server-side scripting using Active Server Pages (ASP), PHP, or other scripting languages. This means that the behavior of the web server can be scripted in separate files, while the actual server software remains unchanged. Usually, this function is used to create HTML documents dynamically (“on-the-fly”) as opposed to returning static documents. The former is primarily used for retrieving and/or modifying information from databases. The latter is typically much faster and more easily cached.

Web servers are not always used for serving the World Wide Web. They can also be found embedded in devices such as printers, routers, webcams, and serving only a local network. The web server may be used as a part of a system for monitoring and/or administering the device in question. This usually means that no additional software has to be installed on the client computer since only a web browser is required (which now is included with most operating systems).

This project development will not directly use the web server because it is embedded already into the application software of the XAMPP that serves as an apache server for the moodle.

Software

The term software is a collection of computer programs and related data that provides and instructs computer what to do and how to do it. There are three (3) types of software: system software, programming software, and application software. (ICT Skills for Teachers, Revised Edition)

System software is designed to operate the computer hardware and provide basic functionality, platform for running the application. This includes device drivers, operating systems, servers, utilities, and window systems.

Programming software includes tools in the form of program applications that software developers use to create, debug, maintain, or otherwise support other programs and applications. The term usually refers to simple programs such as compilers, debuggers, interpreters, linkers, and text editors, that can be combined to accomplish a task, much as one might use multiple hand tools to fix a physical object. Programming tools are intended to assist a programmer in writing computer programs, and they may be combined in an integrated development environment (IDE) to manage all of these functions more easily.

Application software is developed to perform any task that benefits from the computation. It is a set of programs that allow the computer to

perform a specific data processing job for the user. It is a broad category and encompasses software of many kinds, including the internet browser being used to display this page. This category includes business software, computer-aided design, databases, decision-making software, educational software, image editing, industrial automation, mathematical software, medical software, molecular modeling software, quantum chemistry and solid state physics software, simulation software, spreadsheets, telecommunications (i.e., the Internet and everything that flows on it), video editing software, video games and word processing.

The software that was used for this study is application software. The name of the software is the XAMPP, an Apache web server software application that contains MySQL, PHP, and Perl. The next software, which is very important for the development of these projects, is Moodle. It is a course management system software designed to help educators who want to create quality online courses. The Xampp and Moodle are being used to cater the needs of both. The moodle can be run only using xampp program because of its platform as a web server that needed by the program of moodle. Cited below are the different packaged softwares that are used as tools to create the course online.

1. Xampp. Many people realized from their experience that installing an apache web server is difficult, and it gets tougher if it adds MySQL, Php, and Perl. Xampp is a software that is free of charge with an apache distribution containing MySQL, Php, and Perl. To install and use the xampp software, the end-user must download, extract- and start the fire.

This research used the xampp for windows. It covers the distribution for Windows 2000, 2003, XP, Vista, and 7. This version contains: Apache, MySQL, PHP + PEAR, Perl, mod_php, mod_perl, mod_ssl, OpenSSL, phpMyAdmin, Webalizer, Mercury Mail Transport System for Win32 and NetWare Systems v3.32, Ming, FileZilla FTP Server, mcrypt, eAccelerator, SQLite, and WEB-DAV + mod_auth_mysql.

2. Moodle. The word Moodle is an acronym for Modular Object Oriented Dynamic Learning Environment. It has been evolving since 1999 (since 2001 with the current architecture) and has been translated into 61 different languages. It has already been proven as an aid to education and was already used in different schools and universities around the world.
3. Hot Potatoes. Hot Potatoes was developed by Half-Baked Software Inc. The purpose of the Hot Potatoes is to enable the end-user to create interactive Web-based teaching exercises which can be delivered to any Internet-connected computer equipped with a browser. The exercises use HTML and JavaScript to implement their interactivity. All you have to do is to plan and organize your data

for your exercises (questions, answers, responses, etc.), and press a button. The program will create the Web pages for you, and you can then upload them to the server.

There are five basic programs in the *Hot Potatoes* suite:

- The JQuiz program creates question-based quizzes. Questions can be of four different types, including multiple-choice and short-answer. Specific feedback can be provided both for right answers and predicted wrong answers or distractors. In short-answer questions, the student's guess is intelligently parsed and helpful feedback to show what part of a guess is right and what part is wrong. The student can ask for a hint in the form of a "free letter" from the answer.
- The JCloze program creates gap-fill exercises. Unlimited correct answers can be specified for each gap, and the student can ask for a hint and see a letter of the correct answer. A specific clue can also be included for each gap. Automatic scoring is also included. The program allows gapping of selected words or the automatic gapping of every nth word in a text.
- The JCross program creates crossword puzzles which can be completed online. You can use a grid of virtually any size. As in JQuiz and JCloze, a hint button allows the student to request a free letter if help is needed.
- The JMix program creates jumbled-sentence exercises. You can specify as many different correct answers as the students want, based on the words and punctuation in the base sentence, and a hint button prompts the student with the next correct word or segment of the sentence if needed.
- The JMatch program creates matching or ordering exercises. A list of fixed items appears on the left. These can be pictures or text, with jumbled items on the right. This can be used for matching vocabulary to pictures or translations, or for ordering sentences to form a sequence or a conversation.
- Also, there is a sixth program called the Masher. This is designed to create complete units of material in one simple operation. If you are creating sequences of exercises and other pages that should form a unit, you may find the Masher useful. The Masher can also be used to upload Web pages not created with Hot Potatoes to the www.hotpotatoes.net server.

Evaluation

The proponent identified five criteria to evaluate the acceptability of online discussion system of Philippine Normal University. These are

site origin, design / development, content materials, easy access, and security. These criteria are adapted from the study entitled “Development and Validation of a Learning Management System for the Department of Information and Communications Technology (DICT) (Reyes, 2012).

1. Site origin. This criterion is characterized by the community providing the site. The information of the site’s author and the creator indicated the source of materials necessary to users.
2. Design/Development. It displays the general appearance intended for the audience (colours, graphics, and layout). It also explains the site links and the text (font, size, themes). Also, graphics were added. Furthermore, there is one-on-one interaction like chat, forum, survey, journals, and glossary.
3. Content Materials. This criterion describes the title of the site, the language being used that is appropriate for the audience and the spelling. It also shows the grammatical errors, syntax errors, or typographical errors. The file size or the capacity of the file(s) to be uploaded is/are indicated.
4. Easy Access. This explains the speed and loading of the site, plug-ins or other types of special viewing helps and navigation links for the users.
5. Security. It depicts if the site is protected from hackers and unauthorized users. The online system has a username and password for the authorized users to log-in.

Conceptual Model of the Study

Figure 1 illustrates the Input- Process – Output approach.

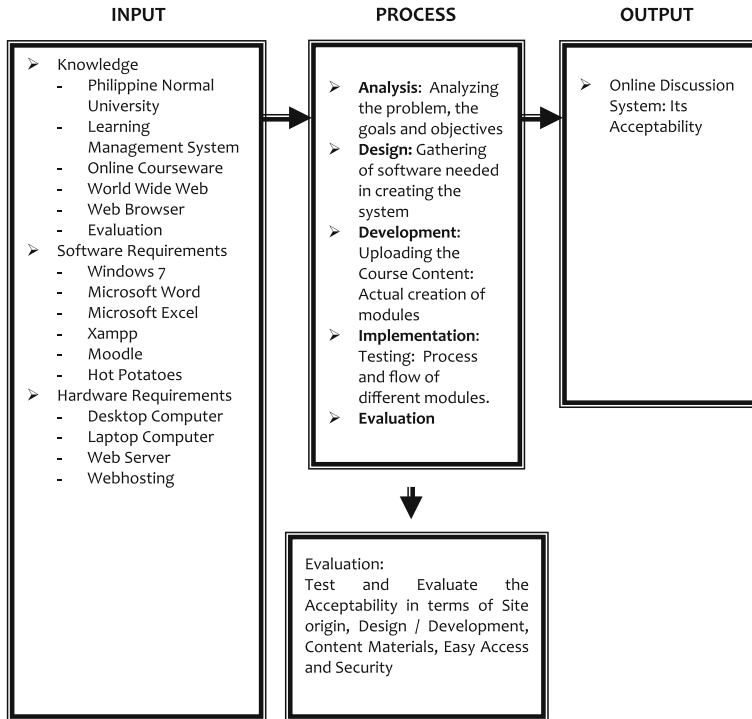


Figure 1. Input-Process-Output

In the Input phase, it describes the input requirements and knowledge on how to develop the system. The Online Discussion System will be developed using xampp, an apache web server, including the database containing MySQL, Php, and Perl. However, Moodle is a course management system designed to help educators who want to create quality online courses. The Xampp and Moodle are being used to cater the needs of both. The moodle can only be run using xampp program because of its platform as a web server that needed by the program of moodle. Hot Potatoes was being used in the creation of quizzes. Lastly is the IT Infrastructure, the computer server, and internet service provider or ISP.

The Process phase will adapt the ADDIE Model. The analysis includes the problem analysis, gathering of data through an interview with the faculty, Head of the Department, and the Dean.

After which, the design phase gathered the data to be assessed for a feasibility study. From this, comes the development of the software using some tools such as flowcharts and Hierarchical Input Process Output.

In uploading the course content, development of the project takes place by using the xampp, moodle, and web hosting.

Implementation comes next. The developer will conduct alpha testing, then run the uploaded course content at the web host and appraise the result. Further bugs and errors will be corrected. The last stage is the evaluation, wherein the developer can modify the learning management system based on the recommendation made by the evaluators or update now and then to suit the needs of the university.

The output phase is the Developed Online Discussion System for Philippine Normal University that is fully functional within the desired specifications.

OBJECTIVES OF THE STUDY

The primary objective of this study is to develop an online discussion system for Philippine Normal University to be used by all students enrolled in the course Professional Education 10: Educational Technology and be used as a template in adding other online courses in the future.

Specifically, the study sought to:

1. Design an online discussion system that has the following features:
 - a. Security for the users- administrators, teachers, and students;
 - b. Download and upload files;
 - c. Print and view the materials/lessons;
 - d. Has a front-end module for students and back-end module for administrators and teachers;
 - e. Database for student's profile and faculty members that can store quizzes and questions;
 - f. Monitor student's performance by giving quizzes and presentation as well as save real time result; and
 - g. Back-up files and records.
2. Develop an online discussion system using xampp software as an apache web server that includes the database, moodle as a course management system and hot potatoes as a quiz creator.
3. Test and evaluate the acceptability of online discussion course for Philippine Normal University in terms of site origin, design, content, accessibility, and security.

METHODOLOGY

This chapter describes how the researcher gathered data as regards the development of an online discussion system for Philippine Normal University. This includes the project design, project development, systems procedure, testing, statistical design/ measurement, and research instrument.

Project Design

Online discussion system is a learning management system for Philippine Normal University to aid the faculty members in preparing the module to distance learning. The system will be used by the administrator, teachers, and students. The administrator will upload xampp and moodle program into the web hosting. The Teacher or course creator will upload the course content with the objectives of the course. Teachers can also be a content creator. They are the ones who prepare the modules based on the syllabus of the department. Students are the users of the courseware. They may have their own login username and passwords. Another user is the guest, who wants to visit the site and might have the interest to overview the said site but is not allowed to log in to the courses presented.

Administrator Interaction with the System

The administrator provides a username and a password. The special privileges of being an administrator are: a) he can add and remove courses, b) he can send messages to all of the users, c) he has the capability to assign different roles to the users regarding of their limits, d) he can enroll students internally, e) he can change the appearance based on the themes of the site, f) he can create modules and templates, and lastly g) he can backup the database.

Teacher Interaction with the System

The teacher logs into the system with an instructor username and password from any computer with an internet connection (platform and geographical independence). He / She can send communication like email “course email,” which is available to students, newsgroups (Bulletin Board). A “course news group” is also available to all students, teacher chat groups (“live” conferencing). A teacher can set up times for groups of course participants to meet in a chat room. Sessions can be logged. *Announcement:* Sets as an HTML page of course homepage, update as frequently as needed, upgrade course content as required, and monitor student progress. Summary statistics are available on the pages each individual had accessed. It helps access data for each individual page tutorial and exam scores for each individual student,

summarize tutorial and exam scores for the group, create quizzes and tutorials activate or deactivate students, assign specific tutorials or readings to specific students, and can remove the course from the system to desktop or disks for safekeeping.

Student Interaction with the System

The students log into the system with student username and password from any computer with an internet connection (platform and geographical independence). It can receive communication email, newsgroups (asynchronous conferencing), chat groups (asynchronous conferencing), read announcements, take course material, self pace, can stop and resume session (system “remembers”), can follow links that point to materials anywhere on the internet, take tutorials and exams online, tutorials can provide immediate feedback, monitor their own progress relative to class summary statistics, and put up individual or group homepage.

Guests Interaction with the System

Logs into the system with student username and password from any computer with an internet connection (platform and geographical independence). Communication email, newsgroups (asynchronous conferencing), chat groups (asynchronous conferencing), read announcements and marks exams online.

Systems Flowchart describes the flow of the courseware. It shows the several activities that transpire from one program to another.

Systems Flowchart

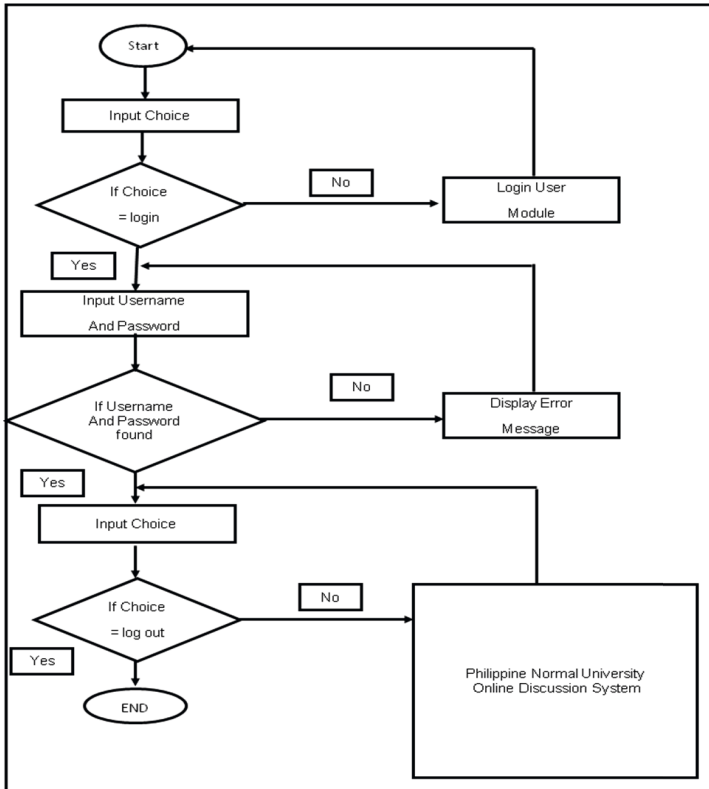


Figure 2. Systems Flowchart

The Hierarchical Input-Process-Output shows the general concept and interconnectivity of modular levels of the courseware from password inputs down to the lowest level.

Hierarchical Input-Process-Output

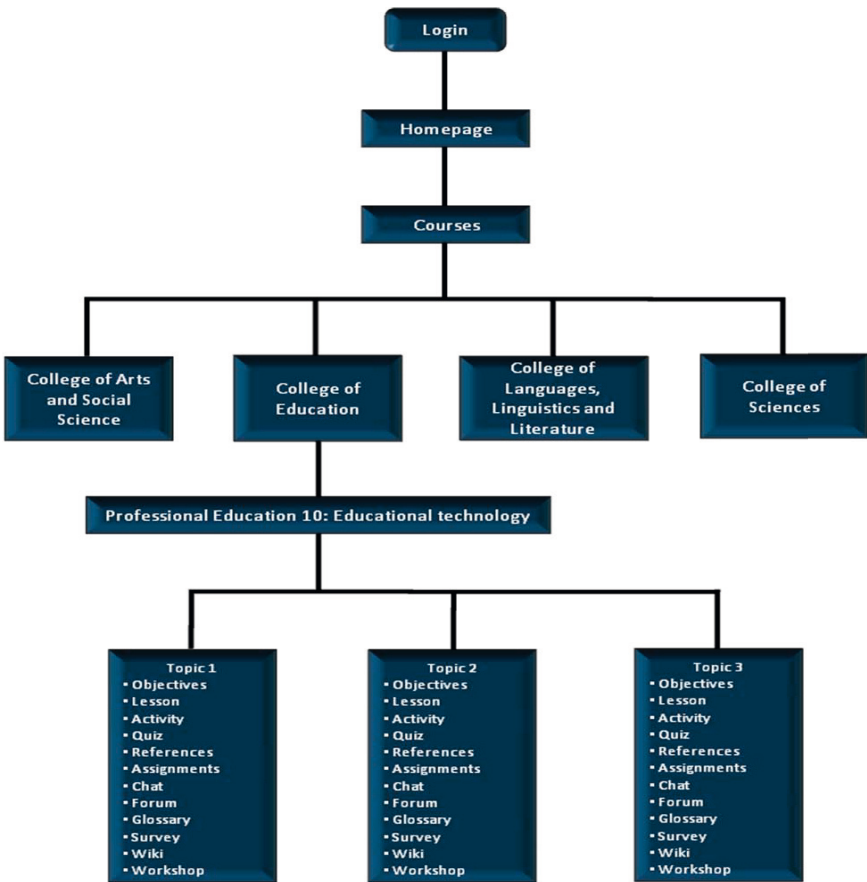


Figure 3. Hierarchical Input-Process-Output

The presentation in Figure 3 shows how the system works. Before the login, the user has to input an activity like searching the website. This project is made through an internet connection. For instance, when typing the website host, it will proceed automatically to the said site, and the login modules would appear first. Be sure that the users have their login names and passwords to enter the home page of the site. When the user successfully logs in to the said site, the home page appears. The user will see the home page Philippine Normal University Online Discussion System, links, and the calendar of activities, the home, different college, department,

and the courses. Clicking the template of the colleges, icons of the different department will appear next; which clicking the department the different types of courses will appear on the screen. Moreover, when the user clicks the course Professional Education 10, the modules will immediately appear, together with the course description, rationale, the course goals, and course learning outcomes. Students are expected to read the topics before the date of the class. Topics for a week activity will be presented with the resources file; homework and laboratory assignments will be submitted immediately before the new topic will be given the following week. For example, week 1 of the topic and weekly to be discussed and can be added to an activity like quizzes, assignments, chat, survey, forum, glossary, wiki, etc.

Project Development

Systems Procedure will show and present the systems procedure on how the study was developed.

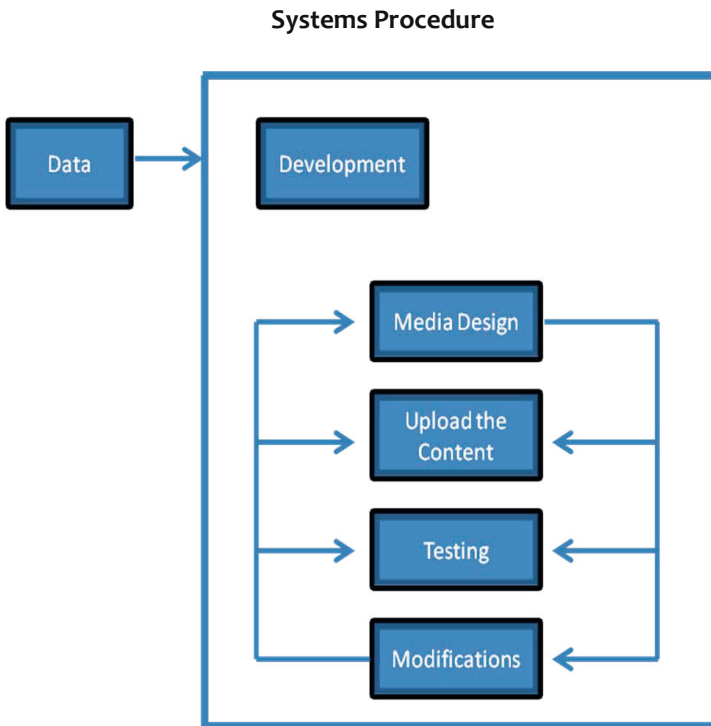


Figure 4. Systems Procedure

The first is gathering the data. This includes the software used in this study software such as Xampp and moodle. The course content and its objectives, the course outline, and the files were converted into soft copy have been encoded into word, excel, and PowerPoint. They have been prepared first for preparation and development. The Development Procedure begins with Media Design and Production. Graphics, animation, audio, video, etc. must be developed, at least to some extent, so that administrator may begin to integrate them into a framework. The development phase is the home stretch – all media production is coordinated for optimal efficiency. Programming and debugging are the quality assurance testers go through the entire project, clicking every button, testing every feature and keeping track of every error may find. Authoring tools are pushed to their limits; multimedia elements need to be coordinated for the success of the project.

In the systems procedure, there were four phases to be considered. These are Media Design, the Uploading of content, Testing, and Modifications. In the Media Design, brainstorming includes the question as “Who are the participants?” This includes the age, sex, and the level of the participant. “Age, sex and the level of the participant have a huge influence on all characteristics of the design of an interactive lesson, from client interface to explicit design and structure” (Williams, 2005). The significant goals of the development should also be clear. This is where the flow of the entire operation like the login, the icons presented, the calendar, main menu, and its configuration procedures.

The next is uploading the content to the server, data that have been prepared will now be used for the purpose of presenting to the users to make it viewable and presentable. There are limits in uploading the content as resources, and they must be in 10 MB only per file. This is to avoid making the server loaded and congested.

Once the course is uploaded, the teacher can update course material or class announcements as needed. Teachers can also create tests and tutorials and administer them through the web. The software provides the capability to track the progress of students. Reports on which pages a particular student has accessed as well as the number of times an individual page has been viewed by the students are also available. The following process is a compilation of the possibilities available with current tools. For no single product by itself contains all the features presented. Below is the process of making the content and user's interaction with the system.

Media Design

1: Create the Content

Option 1

Professor (or content writer) creates Hyper Text Markup Language

(HTML) using his/her favorite third party HTML editor. There are now several editors that offer WYSIWYG or like the Microsoft office products or files that have been converted into picture display file (PDF). The course creator itself will use XAMPP and MOODLE software for the development of Online Discussion System for Philippine Normal University.

If the content writer has the expertise, simulations, or demonstrations can be constructed using Java or JavaScript (Web programming languages). Course content can make use of plug-ins or helper applications just like any other web page.

Option 2

The content writer can use a specialized development environment that does not require knowledge of HTML. Typically, this is implemented using text boxes, dragging and dropping, wizards, and menu options. Once implemented, the content is exported out as HTML and Java.

2: Set Up A Course On the Server

The administrator sets up a course “template” in accordance with a professor’s request. The instructor would then log onto the course on the server and customize the student interface (usually menu driven), set up a course Homepage, Set up a desire components and navigation aids, add markers (graders), and add students manually through their email addresses.

Upload Course Content Onto the Server

The course content can now be uploaded from the desktop machine where it was created to the course “account” on the server.

The course instructor can then create a glossary and an index of the course material using the course administration software.

The course will now be available on the internet and can be accessed by the active registered students in the system. Since access to the courses is through the internet, the student can use any type of desktop computer and operating system (platform dependence). The student can access the course anywhere in the world where an internet connection is available (geographic independence).

Testing

The researcher made a demonstration of the developed online discussion system to the evaluators. It has been discussed about the site’s origin, the community providing the site, the author of the site, and sources of materials that have been used. It has also been explained every template like the message boards, chat, the survey, the forums, glossary, the giving of quizzes and what particular software is being used to generate the quizzes and what types of quizzes can be used. The journal template is also included and the lesson assessment where the students cannot proceed to the next

topic unless he passed or answer the given questions correctly. Wiki and Workshop template was also discussed how it works in the system and how it is important for students to create the links for their future references. Questions have been asked by the evaluators of students, teachers and experts and researchers likely answer all of them.

Statistical Design/Measurement

The data gathered is analyzed by getting the average or the mean of the responses. The average/mean score of the responses was used to compare the assessment of one area with the other areas. The data are presented in graphical forms with each interpretation.

The researcher used Microsoft Excel to compute the data (mean and standard deviation) gathered from the evaluation that was conducted to the randomly selected students of Philippine Normal University III-BS Chemistry and III-BSIT, randomly selected teachers who teaches online subjects from the Department of Behavioral Sciences, Department of Information and Communication Technology, Center for Research and Development and randomly selected experts from the randomly selected Department of Information and Communication Technology, Management Information Systems, Financial Management Systems.

Research Instrument

The Evaluation of the online discussion course for Philippine Normal University by the student/teacher/expert respondents will use the 4-point Likert Scale. Fifteen (15) students chosen randomly during the 2nd semester of SY 2012-2013. Five teachers who were teaching online courses, and five experts were tapped to evaluate the online discussion system. Below are the following interpretations:

- 1 - Highly acceptable
- 2 - Moderately acceptable
- 3 - Fairly acceptable
- 4 - Not acceptable

Moreover, the mean will be given descriptive interpretations and as follows:

- 0.1 - 1.0 Excellent
- 1.1 - 2.0 Very Good
- 2.1 - 3.0 Good
- 3.1 - 4.0 Poor

RESULTS AND DISCUSSION

This chapter presents the statistical analysis and interpretation of data and its corresponding discussion of findings based on the conceptual framework and the problem raised in the study.

The Acceptability of Online Discussion System for Philippine Normal University per group

Table 1. Summary of Mean Scores in the Acceptability of Developed Online Discuss System Students Evaluators

	Indicators	Mean	Interpretation
A	Site Origin	0.80	Excellent
B	Design / Development	0.69	Excellent
C	Content Materials	0.72	Excellent
D	Easy Access	0.78	Excellent
E	Security	0.80	Excellent
	Overall-Mean	0.76	Excellent

Table 1 shows the acceptability of the Developed Online Discussion System for Philippine Normal University as per results by the student evaluators in terms of the five criteria set for evaluation. The results revealed that in terms of site origin, the student evaluators rated it as “Highly Acceptable” with a mean average of 0.96. In Design/ Development, the student evaluators approved that it is “Highly Acceptable” with a mean average of 0.89. The Content Materials was also regarded as “Highly Acceptable” with a mean average of 0.98. The Easy Access showed a mean score of 0.94 and interpreted as “Highly Acceptable” as well. The Security revealed a mean average of 1.00 that got the highest mean score and interpreted as “Highly Acceptable,” with an overall mean of 0.95 and rated as Highly Acceptable. The abovementioned results of the student evaluation proved the hypothesis of the acceptability of the online discussion system.

Table 2. Summary of Mean Scores in the Acceptability of Developed Online Discuss System Teachers Evaluators

Indicators		Mean	Interpretation
A	Site Origin	0.96	Excellent
B	Design / Development	0.89	Excellent
C	Content Materials	0.98	Excellent
D	Easy Access	0.94	Excellent
E	Security	1	Excellent
Overall-Mean		0.95	Excellent

Table 2 indicates the acceptability of the Developed Online Discussion System for Philippine Normal University as per results by the teacher evaluators in terms of the five criteria set for evaluation. The results revealed that in terms of site origin, the teacher evaluators rated it as “Highly Acceptable” with a mean average of 0.80. In Design / Development, the teacher evaluators approved that it is “Highly Acceptable” with a mean average of 0.69. The Content Materials was also regarded as “Highly Acceptable” with a mean average of 0.72. The Easy Access showed a mean average of 0.78 and interpreted as “Highly Acceptable” as well. The Security revealed a mean average of 0.80 and interpreted as “Highly Acceptable,” with an overall mean of 0.76 and rated as Highly Acceptable. The abovementioned results of the teacher evaluation proved the hypothesis of the acceptability of the online discussion system.

Table 3. Summary of Mean Scores in the Acceptability of Developed Online Discuss System Experts Evaluators

Indicators		Mean	Interpretation
A	Site Origin	0.60	Excellent
B	Design / Development	0.83	Excellent
C	Content Materials	0.76	Excellent
D	Easy Access	0.84	Excellent
E	Security	1.0	Excellent
Overall-mean		0.81	Excellent

Table 3 shows the acceptability of the Developed Online Discussion System for Philippine Normal University as per results by the expert evaluators in terms of the five criteria set for evaluation. The results revealed that in terms of site origin, the expert evaluators rated it as “Highly Acceptable”

with a mean average of 0.60. In Design / Development, the expert evaluators approved that it is “Highly Acceptable” with a mean average of 0.83. The Content Materials was also regarded as “Highly Acceptable” with a mean average of 0.76. The Easy Access showed a mean average of 0.84 and interpreted as “Highly Acceptable” as well. The Security revealed a mean average of 1.00, which obtained the highest mean score and interpreted as “Highly Acceptable” with an overall mean of 0.81 and rated as Highly Acceptable. The abovementioned results of the expert evaluation proved the hypothesis of the acceptability of the online discussion system.

The Acceptability of Online Discussion System for Philippine Normal University as a whole

Table 4. Mean Scores on the Evaluation of the Site Origin of the Developed Online Discuss System

Indicators	Mean	Interpretation
A. Site Origin		
1. The community providing the site is clearly indicated.	0.92	Highly Acceptable
2. There is information about the site’s authors.	0.80	Highly Acceptable
3. The site’s developers have indicated the source of their materials where it is necessary to do so.	0.80	Highly Acceptable
Mean Average	0.84	Highly Acceptable

A. Site Origin

The site origin of the developed online discussion system was generally rated “Excellent” as revealed by the computed mean of each item in Table 4. Of the three items, item 1 got the highest mean of 0.92 and interpreted as “Highly Acceptable.”

Table 5. Mean Scores on the Evaluation of the Design / Development of the Developed Online Discuss System

Indicators	Mean	Interpretation
B. Design / Development		
1. The site’s general appearance is appealing to its intended audience (colors, graphics, and layout).	0.72	Highly Acceptable
2. It is easy to navigate through the site -links and is clearly marked and self-explanatory making navigation intuitive.	0.72	Highly Acceptable
3. The text on the site is readable (font, size, color scheme).	0.84	Highly Acceptable

4. The graphics on the site serve a purpose and are not too big.	0.76	Highly Acceptable
5. The site is interactive -there is something to DO on the site (chat, and message board).	1.00	Highly Acceptable
6. The use of text and graphics as links is appropriate to the level of understanding of the targeted audience.	0.88	Highly Acceptable
The graphics are relevant or appropriate to the user interface of the program.	0.92	Highly Acceptable
Mean Average	0.83	Highly Acceptable

B. Design/Development

The design/development of the developed online discussion course was generally rated “Excellent” as revealed by the computed mean of each item in Table 5. Of the six items, item 5 got the highest mean of 1.0 and interpreted as “Highly Acceptable.”

Table 6. Mean Scores on the Evaluation of the Site Content Materials of the Developed Online Discuss System

Indicators	Mean	Interpretation
C. Content Analysis		
1. The title of the site is indicative of its content.	0.96	Highly Acceptable
2. The language is developmentally appropriate for its targeted audience.	0.92	Highly Acceptable
3. The site is free of spelling mistakes, grammatical errors, syntax errors, or typographical errors.	0.76	Highly Acceptable
4. The content is informative.	0.96	Highly Acceptable
5. The file size/capacity of the file/s to be uploaded is clearly indicated on the website.	0.84	Highly Acceptable
Mean Average	0.89	Highly Acceptable

C. Content Materials

The content materials of the developed online discussion course were generally rated “Highly Acceptable” as revealed by the computed mean of each item in Table 6. Of the five items, item 1 got the highest mean of 0.96 and interpreted as “Excellent.”

Table 7. Mean Scores on the Evaluation of the Easy Access of the Developed Online Discuss System

Indicators	Mean	Interpretation
D. Easy Access		
1. The site does not take a long time to load.	0.92	Highly Acceptable
2. The site provides a “help feature” or instructions on its use.	0.68	Highly Acceptable
3. The site does not require special “plug-ins” or other types of special viewing helpers.	0.88	Highly Acceptable
4. The site does not require usage fees to be paid.	0.96	Highly Acceptable
5. The site requires registration or password to access and use it.	0.96	Highly Acceptable
6. The links appearing on the site work well.	0.84	Highly Acceptable
7. The privileges of the three types of users are clearly indicated in the user’s manual incorporated in the website.	0.84	Highly Acceptable
8. The navigation links or buttons allow the users to navigate through the site easily.	0.88	Highly Acceptable
9. The website can be loaded in different browsers.	0.92	Highly Acceptable
Mean Average	0.88	Highly Acceptable

D. Easy Access

The easy access to the developed online discussion course was rated “Excellent” as revealed by the computed mean of each item in Table 7. Out of the nine items, items 4 and 5 got the highest mean of 0.96 and interpreted as “Highly Acceptable.”

Table 8. Mean Scores on the Evaluation of the Security of the Developed Online Discuss System

Indicators	Mean	Interpretation
E. Security		
The site has the login username and passwords for the users.	0.96	Highly Acceptable
Mean Average	0.96	Highly Acceptable

E. Security

The security of the developed online discussion course was rated “Excellent” as revealed by the computed mean of each item in Table 8. This item got the mean score of 0.96 and interpreted as “Highly Acceptable.”

Table 9. Summary of Mean Scores in the Acceptability of the Developed Online Discuss System

Indicators		Mean	Interpretation
A	Site Origin	0.84	Highly Acceptable
B	Design / Development	0.83	Highly Acceptable
C	Content Materials	0.89	Highly Acceptable
D	Easy Access	0.88	Highly Acceptable
E	Security	0.96	Highly Acceptable
Overall-Mean		0.88	Highly Acceptable

Table 9 shows the acceptability of the Developed Online Discussion System for Philippine Normal University in terms of the five criteria set for evaluation. The results revealed that in terms of site origin, the panel of evaluators rated it as “Highly Acceptable” with a mean average of 0.84. In Design / Development, the panel evaluators approved that it is “Highly Acceptable” with a mean average of 0.83. The Content Materials was also regarded as “Highly Acceptable” with a mean average of 0.89. The Easy Access showed a mean average of 0.88 and interpreted as “Highly Acceptable” as well. The Security revealed a mean average of 0.96 and interpreted as “Highly Acceptable.”

CONCLUSIONS

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

1. The developed Online Discussion System can be used as an innovative tool for an alternative form of continues learning and has the following features:
 - a. security for the users- administrators, teachers, and students;
 - b. download and upload files;
 - c. print and view the materials/lessons;
 - d. has a front-end module for students and back-end module for administrators and teachers;
 - e. database for student’s profile and faculty members can store quizzes and questions;
 - f. monitor student’s performance by giving quizzes and presentations that saves real time result; and
 - g. Back-up files and records.
2. The developed Online Discussion System using the xampp software as an apache web server that includes the database, the moodle

- as a course management system, and the hot potatoes 6 for creating quizzes. With this, the students of Professional Education 10: Educational Technology at Philippine Normal University can experience a variety of learning using the advancement of technology.
3. The Developed Online Discussion System was tested and evaluated as “Highly Acceptable” with a rating of 0.88 based on the final evaluation results.

RECOMMENDATIONS

Based on the foregoing findings and conclusions, the following recommendations were prepared:

1. That the developed online discussion system having been proven to be rated excellent must be adapted but undergo further development and configurations to improve its readiness in terms of design and easy accessibility.
2. That the Developed Online Discussion System will explore and try other content materials so that it will eventually show its flexibility in terms of online learning courses.
3. Online Professors and Course Creators should be encouraged to develop more online materials to hasten their knowledge and encouraged more teachers to connect using technology device.

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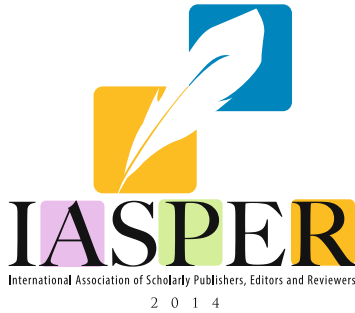
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