Minimising Unemployment through Training Programs: Lesson Learnt from the Perspective Educators, Employers and Graduates

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Fairuz Izzudin Romli • Ab. Rahim Bakar
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Preface

The practice of Borderless Open Access Education is welcomed around the world. It provides the opportunity to learn, develop new skills, improve employment and create human capital in all nations, and for all people. The topic of Borderless Open Access Education has been researched, discussed and strategized since its coming to being.

This book is a compendium of perspective papers by academics and practitioners from around the globe on the subject of Borderless Open Access Education, or known as virtual education or open access education, which has a primary target of making education accessible to all. Topical subjects such as: Concepts at the Heart of Learning; Use of Innovative Technology in Learning (Online & Mobile Learning); Equal Education for the Disadvantaged; and Academia & Industry Linkages are discussed. I thank all who have contributed to this book and welcome an open discussion on the subjects, processes and ideas mooted at this conference. It is hoped that the information given would be beneficial and pave ideas on this emerging topic. It's only the beginning of the journey for some and an extension of knowledge-sharing for others. Education is a life-long journey.

The Editors
Aini Ideris
Renuganth Varatharajoo
Fairuz Izzuddin Romli
Ab. Rahim Bakar
Eugene Fransua Arokiasamy

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Chapter 1

Introduction

"Internationalisation is like creating a round-toed
shoe that fits people with all types of feet. It is not as comfortable
as a perfectly fitted shoe and doesn't fit snugly, but can be worn by many people."

**David DeBry, "Globalizing Instructional Materials:
Guidelines for Higher Education", TechTrends, December 2007**

What does Borderless Open Access Education really mean? Who is it for? And why and what does it achieve? The perspectives that are generated by the numerous paper submissions, from a plethora of academics, business persons and members of civil society for the ASAIHL 2016 conference, give us some insight into what is considered by leading personalities of the various sectors, either in unison or as singular entity in the pursuit and delivery of this educational process and method, as to what maybe considered "Borderless Open Access Education".

The view from the President of the Committee of Vice Chancellors and Principals (CVCP) of the United Kingdom, Professor Howard Newby, in the preface of the study report on "The Business of Borderless Education: UK perspectives" states, "The new world of global higher education is fast moving and complex. Barely a day passes without an announcement that a major company in the media or entertainment business has tied up a new deal to market and sell educational products across the world." However, when embracing this new mode of education, it should be done with the awareness of both "the potential risks and rewards of the new 'borderless' environment…" (CVCP, 2000)[1].

The mainstream academic sector has different views and experiences of what "Borderless Education" is and should be, how the process of delivery can be designed, who the ideal partners required for implementation and

[1] The Business of Borderless Education: UK perspectives, Higher Education Funding Council for England (HEFCE) and Committee of Vice-Chancellors and Principals (CVCP), corp creators. (2000), Summary report. http://dera.ioe.ac.uk/id/eprint/15163

management, are and mechanisms, tools and costs. In addition, the drive, ethos and ethics for educating is different from what the corporate sector is motivated by. Both operate using different models, with different aims and objectives. In the USA for instance, where there is the most advanced forms of corporatized education, the line between the aims for promoting education as a tool for learning and the one for making money is blurred. The opportunities to take advantage for income generating purposes of the educational entity has seen a significant growth in the focus and delivery of skill-set based learning and training. Life-long learning in work has witnessed virtual education becoming the main educational system for delivery of tailored-made training, knowledge and skill-set development courses. Although the aim as suggested is to redress the skills shortages and the need for rapid and regular skills updating of knowledge and skills, the reality is that the bottom-line is the financial implications of income generation and thus, in the USA these bespoke courses and educational process are predominantly market-driven.

This is reflected in other nations whereby corporate businesses are focusing on education as a new source of income and primarily look at the core of returns on investment. Although this might be market win out situation for income generation, courses and research become more restricted. Yet, for the mainstream educational institutions that acknowledge that not all courses will be 'attractive' in the business plans, meeting the demands in these fields of study are vital and necessary. Here the traditional academic institution has an advantage, with development and accredited curriculum, staff and know-how on delivery for the more advanced areas of education, and in particular in the field of research. Virtual education provides an opportunity.

In the United Kingdom the origin and motive is different from that in the United States. According to Sir Brian Fender, Chief Executive of the Higher Education Funding Council for Education (HEFCE), the 'e-University' project was launched "in the strong belief that, by working together in a partnership", the resources and expertise needed could be pooled in order to exploit "the huge possibilities offered by new technologies, and the Internet in particular, to establish a world-class provider with global reach. Here, the start of Borderless Education was driven by substantial

cuts in government funding to public Higher Education institutions in the 1980s and the requirement to generated income to become 'sustainable' and 'self-sufficient'."

In the European Union where most EU member nations have not adopted the corporatized model of education, the drive to adopt virtual education is different. It is not market driven or for the purpose of income generation. The primary purpose of education is to create educated citizens who add value to the nation's development path, are multi-skilled and contributors to a workforce that has the ability to contribute to globalized trade and development. The EU views international trade and connectivity as the backbone for the future livelihood of all the 300 million citizens of the union member nations. The European Union's "Agenda for New Skills and Jobs", part of the EU's Europe 2020 strategy, the Digital Agenda Action 68, and other European commission supported initiatives such as the DG Connect and DG EAC all reflect such a holist approach to the education system and process.[2]

Today, most Asian educational institutions, in nearly every country consider themselves to be part of the main driving force delivering distance education. The USA leads in this field where there has been a massive growth in the provision of distance education, mainly to correlate to the development and use of information and communication technology (ICT). And the reality of much of this has to do with teaching more people for less, and thus a positive spin-off is the ability to 'reach out' and provide opportunities for the socially disadvantaged. However, the issues that are arising are that "Mainstreaming distance education and collaboration with businesses outside the sector, and between institutions within the sector, continues within the context of intense competition for profitable (cherry-picked) subject areas. At the same time the higher education process is being disaggregated into constituent parts of what was once a unified value chain, and the jobs of academics are being broken up."[3]

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[2] https://ec.europe.eu/ditital-single-market/en/ict-education

[3] 'All Aboard' the Borderless Education Bandwagon, Source: Open Learning: The Journal of Open, Distance and e-Learning, Volume 16, Issue 1, 2001

The ASAIHL Conference on Borderless Open Access Education examines the variety of different tenents of what distance education is to fulfil a meaningful function in the 21st century. This might allow educators, and in particular distance educators to know how to decide whether they are servicing distance needs, disadvantaged students, or 'instant' education and training.

Chapter 2

Concepts at the Heart of Learning

"I never teach my pupils. I only attempt to provide the conditions in which they can learn."

Albert Einstein

OVERVIEW

An intrinsic correlating factor in Learning is the quality of teaching. At the heart of learning is effective teaching, and the student's cognition. Megan O'Connor, an Academic Technology Specialist for Stanford Introductory Studies, suggests "ten powerful teaching and learning concepts with the potential to change the way students and teachers think about themselves, the process of teaching, and the path to learning."[1] These ten concepts include: Active learning; Hybrid learning; Meta-cognitive awareness; Meta-affective awareness; Self-regulated learning; Growth mindset; Stereotype threat; Community engaged learning and service-learning; Rhetorical situation; and Grade norming/norming session. How well and effectively knowledge and information are imparted depends on the commitment and ability of two parties – the teacher and the student.

However, besides the teacher and the student, we also must acknowledge the process which is used to convey knowledge and information. In order to comprehend the enormity of this task, we need to examine several important facts: What are the methods used to teach? How inclusive is the process? How can the process be 'tailored' to meet the needs, time, accessibility of the teacher and/or student?

More and more we see a move from traditional educational systems to new hybrid education processes, and also a move from passive teaching to active teaching. Likewise, we embrace active learning and question

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[1] Http://teachingcommons.stanford.edu/teaching-talk/ten-powerful-concepts-inspired-teaching-and-learning(March 9 2015)

passive learning. To achieve both active teaching and learning requires change. Some suggest changes in the methods of education delivery while others suggest the introduction of altogether new educational processes such as home schooling, distance learning, e-learning or on-job training and accredited learning-by-doing, to name a few.

This has led to new methods and tools for the delivery of education. It has also called for new and innovative flexible processes to cater for the multitude of categories of students who require education.

In turn, we see educational institutions adapting processes, or adopting new trends and revising old education delivering tools (hardware and systems) and curriculum. In addition, we now see non-formal and informal education systems playing a role in education as a whole.

Perspective I: Rethinking on the Role of Universities in the Internationalisation of Higher Education: A Case Study of Islamic Azad University of Iran, University Network and Open-access Education

Prof. Hamid Mirzadeh

INTRODUCTION

While the world in the third millennium is facing a rapid increase in population and demand for education and equal educational opportunities, it could be responsive to such needs through using scientific methods and strategies, proper management and optimum utilisation of the universities' educational system as well as higher education and research institutions. In other words, universities through the optimum use of available facilities such as human, economic, social and technological resources and also via the increase in student admissions in different educational fields and levels can provide the educational opportunities for various social groups. Moreover, with the application of modern technologies along with more efficient and varied methods of teaching - learning processes, the effectiveness of the educational system will be improved. In this regard, higher education institutions all over the world are almost inevitably bound to reduce the cost per student and find new sources of funding that seeks to improve the utilisation of existing resources and resort to a wide variety of disciplines and teaching.

ISLAMIC AZAD UNIVERSITY- IAU AT A GLANCE

The early years following the victory of the Islamic Republic of Iran's revolution, i.e. early 80s, the country was experiencing a big challenge which needed to be changed into an opportunity for the development of the newly established government.

The world was to experience a rapid pace of knowledge generation, for the promotion of which the governments had developed the required plans. The early 80s was concurrent with the dominance of computer all over the world as well as the ever-increasing radical changes in human life because of new technologies. Meanwhile, the university system, facilities and capacity in Iran, to meet the great demand of the Iranian youth for higher education, were so limited that high school graduates had to enter a very tense academic competition where only the winners could enjoy the privilege of higher education. At that point of time, due to such limitations for the entry, there were no more than 160,000 university students in the country.

So, the idea for setting up a non-state university was brought into the limelight. Relying on the non-state sector and complying with Islamic rules, the university was established on the recommendation of Ayatollah Hashemi Rafsanjani under the patronage of the late Imam Khomeini, and named "Islamic Azad University (IAU)" (Friday Prayers Sermon in Tehran, 1982). Aiming to train a post-revolutionary generation of specialised and well-trained human resources and expertise the university tried to make great strides in thecountry's development.

There are currently more than 1,621,809 students, including 7704 non-Iranians, studying at 400 branches and collaborative offices of the Islamic Azad University whether in Iran or abroad in Afghanistan, UAE, England, Oman, Lebanon, Russia, Germany and Italy. Now in its fourth flourishing decade, Islamic Azad University has 5,700,000 alumni, of which 60/23% are male and 39/77% are female. In other words, the total number of IAU's graduates include more than a half of Iranian higher education system's alumni. The University has been playing a pivotal role in educating the human resources in post-revolution era through a network of its branches across the country, within an area of approximately 20,000,000 sqm including the university's campuses and buildings in addition to 6120 laboratories and 3139 workshops. It offers various fields of study in Medical Science, Engineering, Architecture, Agriculture, Humanities, Arts, Languages and Basic Science at different levels from Associate to Ph.D./Professional Doctorate. IAU, today, strongly enjoys a high level of national, regional, and international academic standards,

which turn it as the largest reputable on-campus university in the region, if not in the world.

The university, currently, offers 1790 courses of study, from associate to doctorate, via its many branches in the Iranian cities. So many graduates of the university are now undertaking research projects and teaching at the universities all over the world. Moreover, many of the country's authorities and administrators are the graduates of IAU.

Internationally speaking, the Islamic Azad University has surpassed the national boundaries. The university has four overseas branches in the UK, UAE, Lebanon and Afghanistan with an overall student population of 7879. The IAU also has planned to set up some other overseas branches in Asian and European countries in the near future. In this regard, 231 memorandums of understanding (MoU) have been inked with worldwide universities so far.

The IAU has implemented the SAHA Project-Azad Associate Laboratories System- project through the incorporation of laboratories and workshops in which all the researchers, whether at the IAU or outside, could test their experiments.

The university today with over 68,000 full-time and part-time faculty members and 38,000 administrative staff operates without receiving any state financial aid and fully depends on its own financial resources mostly tuition fees. It is, however, planned to provide 40% of the IAU budget through knowledge-based companies affiliated to the university, by the end of 2020. The university's budget in 2016 equals to 3 billion USD which is provided by the tuition fees and other resources such as industries and services contracts.

INTERNATIONAL AFFAIRS AT THE IAU

The expansion of international scientific communication among universities could be placed at the head of international activities in every country and this scientific diplomacy would play an important role even in the darkness of relations between the countries. The expansion of communication is based on the development of international cooperation in the fields of science, technology and innovation. For this reason, Islamic

Azad University-IAU, as mentioned through its international strategic document, has considered a qualitative international scientific evolution for a five-year term. Realisation of this goal requires a plan and a roadmap that has been approved in the 5-year deeds of international office.

Along with collaboration with other offices and branches of the IAU, the international office has set up to act as an active, creative and innovative center which is pioneering in international scopes and aiming to develop relationships and interactions with international scientific institutes and universities.

University international activities that are considered as influential vital factors for the IAU's international life existence include:

1. Collaboration with foreign universities, educational institutions and research centres;
2. Admission and exchange of international students; and
3. Supervising IAU's international and overseas branches.

IAU's main objectives and international policies are also aimed at increasing international cooperation, promoting the academic ranking, increasing the admission of Iranian elites living abroad and foreign students, developing scientific level and modern technology, being an active member in prestigious international associations and expanding international and national research and scientific relations, promoting the university's international and national scientific ranking and transferring knowledge and technology.

INTERNATIONAL COOPERATION NETWORK

In order to promote international cooperation with reputable worldwide higher education institutes, the international office has proposed the establishment of IAU's International Cooperation Desks. Within the primitive stages of the scheme, through the collaboration of some of the comprehensive branches, the IAU's desks will be opened in Asian and European countries in which alternatively, the contracting universities could have their offices opened in Iran.

ELECTRONIC AND BORDERLESS EDUCATION AT IAU

The IAU following its mission, provide higher education for all, had been providing the infrastructures for virtual training in Iran, that is currently leading to the localisation of electronic education software and establishment of E-Campus, all of which are considered as a great success for the IAU. At this branch, the same attending educational courses are presented through full interaction of professors and students at the virtual space. The content of courses and the presented programs will be accessible via internet and in electronic format at any time. All of the educational processes except the final examination will be held in non–attending structure.

IAU's SOCIAL ACHIEVEMENTS

In addition to the development provided by the IAU in various fields of study, the university due to its wide expansion across Iran has also created a multi-cultural context through urban life widening in small cities. Such a phenomenon is considered as one of the main achievements of a country and it is valuable due to its integration with higher education that leads to the expansion of urban culture. Moreover, efforts have been made by the IAU to provide the local higher education facilities for students in their native settlements through which they would have the possibility to access higher education in their home besides the family members.

LOANS AND DONATIONS AT IAU

The IAU considered the disadvantaged society in its action plan and in addition to the above said issues for such members' convenience, has devoted 2% of its total budget as donation to disadvantaged students to provide the education for all at any place and with any financial condition. The university has also provided various types of loans, partial payment fees and discounted fees for the students'.

DISCUSSION AND RESULTS

Currently, the world provides new mechanisms in the field of academic education and research which requires international interactions. Creating a suitable platform for the exchange of academic networks and virtual education is crucial and Islamic Azad University as the first non-governmental institution of H.E. in Iran has benefited from such interactions for the commercialisation of research, creation of incubators and technology parks as well as technology transfer.

Table 1. IAU Statistics till 2015-16

The total number of articles indexed in the ISI database	Over 46645
The total number of articles indexed in the Scopus database till now	Over 67704
The total number of written books	4316
The total number of patents	2123
The total number of research centers and centers of modern science and technology, including Nanotechnology, Biotechnology, Mechatronics and Plasma Research Centers	91
The total number of growth centers	100
The total number of journals	375
The total number of ISI indexed journals	10
The total number of journals indexed by the ministries of science, research and technology & health and medical education	102
The number of laboratories	6120
The number of workshops	3139
The number of knowledge-based companies, Cores and Technological Centers	951
The university's budget in 2016	Equals toUSD 3 billion
Total number of students	1,621,809
Total number of non-Iranian students	7704
Science-Production Ranking According to ESI in September 2016	162

Taking into account the issues of borderless education, education technology and the concept of education as the topics of discussion at this conference and also by investigating the research achievement and position of the Islamic Azad University in Iran's knowledge production (Table and Figure 1) the descriptive results above can be mentioned.

In conclusion, on behalf of IAU, I have the pleasure to invite all universities and researchers across the globe to cooperate with each other to further develop education, research, technology and empowerment as well as entrepreneurship. We are fully prepared to set our extensive research and educational workshops and laboratories at the disposal of scientists and researchers around the world to further increase the boundaries of human beings' knowledge and reduce human suffering particularly among the disadvantaged societies.

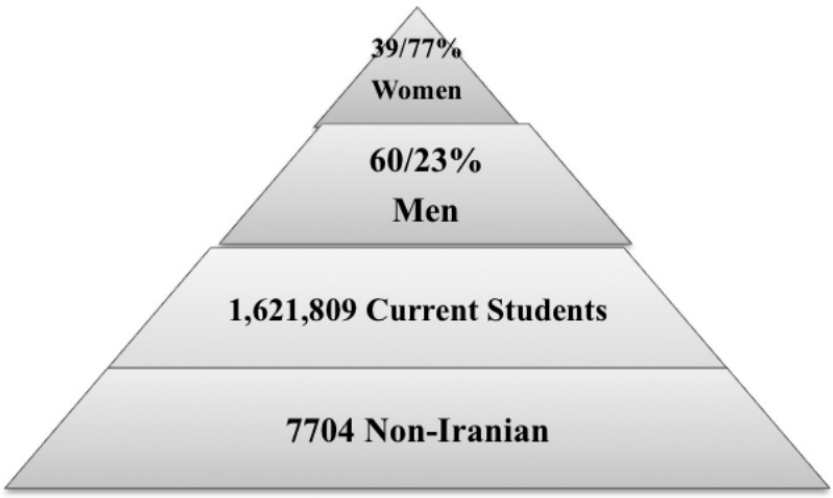

Figure 1 Distribution of Students at IAU

Perspective II: A Lifelong Approach in Teaching Technical Writing

Marco S. Saez

INTRODUCTION

The introduction of online technology has changed the landscape of teaching and learning. Schools have recognised the benefits it offers [1,2] and the risks that it brings [3,4] to curricular and extracurricular-activities. Technology has innovated the teaching and learning of writing. It has provided more flexibility and more opportunities for practice [5]. It has also introduced the concept of electronic portfolios as an alternative of showing evidence of competence, other than the hardcopies [6]. The flipside, however, shows challenges associated with technology in the classroom. In the case of teachers, Stine [7] articulates the need, especially of teachers, to be at ease with technology. Related studies cite the need to look into teacher training [8,9], cost, accessibility, and use of technology [9,10]. Added to these are the efforts required to sustain the interests of students [3]. These efforts include maintaining a webpage, developing engaging online activities, and ascertaining productive exchanges of ideas.

One concern that has sprung from these exchanges of ideas among students is plagiarism. Sadly, according to recent studies, technology has made plagiarism rampant. Ma, Wan and Le [11] attributed this situation to the accessibility to information that the internet brings. This is seconded by Ellery [12] who investigated the reasons why students cut and paste texts from the web without citing information, and reiterated by Heckler, Rice and Bryan [13] who offered Turnitin as a tool that will help combat such practice. It must be stressed however that aside from access, these same studies have suggested that such act finds its roots from something more than "technical." According to them, students either plagiarise because everybody else is doing it or no one minds too much to prevent it from happening. Given this situation, it seems that efforts to address the matter must also go beyond the technical.

Following this line of thinking, this paper offers a "non-technical" approach in preventing plagiarism in technical writing. It emphasises

the development of values and attitude towards the production of outputs consistent with the standards of scholarship and integrity expected not just in class, but in life as well. The non-technical approach can be likened to the genre approach in teaching writing which sees writing as a social practice. It emphasises audience, context and purpose as important elements towards achieving effective communication. It sees writing as addressing a certain need as defined by the situation and considers the relevance of the technicalities of language whenever it helps address these needs [14]. In the case of this study, the situation underscores the importance of technical writing as a tool to connect with people, know their communities, and ultimately, make their lives better.

RESEARCH METHODS

The study is an action research that integrates mixed method as its design. Such design was chosen to seize more opportunities to appreciate available data and in effect build a clearer and multidimensional perspective of the given situation the study would like to respond to. Quantitative and qualitative designs were employed in key steps of the research, primarily undertaken with an end in mind of offering a teaching approach that will make the teaching-learning process more faithful to scholarship, in general, and prevent students from committing plagiarism, in particular.

The study took place in a school called De La Salle University-Dasmarinas (DLSU-D). Situated in the province of Cavite, Philippines, its vision is to become a resource for church and nation [15]. Technical writing is one of the subjects offered in DLSU-D. Many of the degree programmes in DLSU-D include it as one of the English subjects in their respective curricula. As explained in the syllabus, Technical Writing, also known as ENGL125, aims to prepare students for the demands of the workplace by teaching them to write different documents circulating in the workplace. They include instructional manuals, letters, memos, resumes, minutes of meetings, and project proposals. They are discussed for 54 hours spread over almost five months or one semester, which in DLSU-D is divided into three periods namely: preliminary, midterm, and final period.

Towards the end of the final period, 67 students were invited to participate in the study by answering a questionnaire about plagiarism and submitting a narrative about the values they learned in the class. These students experienced the "non-technical approach," as early as the first day of class, in which the highlight of the discussion emphasised a feature that makes this particular technical writing class in DLSU-D, supposedly different from technical writing classes in other schools – values formation. The participants came from two sections of the Architecture programme. A handful were irregular students from different programmes like Psychology and Biology. Their curriculum requires them to take ENGL 125 in their third year of study. One section had 33 students (18 females and 15 males), while the other had 34 students (15 females and 19 males).

Out of 67 students, 45 responded to the survey questionnaire and 40 submitted a short narrative or reflection. The survey made use of an online application called survey monkey. It presented 10 questions related to plagiarism. Drawn from questionpro.com, http://www.questionpro.com/a/showSurveyLibrary.do?surveyID=332806 the questionnaire attempted to learn about students' points of view of plagiarism by asking the reasons for committing plagiarism, use of internet, pressures of achieving high marks, ways to prevent plagiarism, among other things. The analysis of the survey was drawn from a feature that the online application offers. By clicking *analysis of the results,* frequencies and percentages in numerical and graphical forms are made available for each item in the questionnaire.

The narratives were also collected online via the learning platform of the school NEO LMS, locally called schoolbook. Students were asked to submit a one paragraph description of not more than 10 sentences about learning from the class, aside from the technical lessons (e.g. format, key parts, etc.) discussed. Recurring themes were drawn from these narratives by going over each submission and manually taking note of terms that repeatedly appeared in the entries of the students.

The succeeding sections demonstrate this non-technical approach, shares the results from student responses, and quickly offers realisations of the writer along the way.

INTRODUCING SOCIAL TRANSFORMATION

For the preliminary period, students were required to produce a simple instructional manual. The goal for this output is to put order in practices by documenting process. Although usually, the processes and practices related to technical or academic knowledge, the kind of manual required to be produced for this subject is one that documents indigenous knowledge. Compared with academic knowledge which is about rules, procedures, and guidelines associated with the workplace, indigenous knowledge is about the experiences of the marginalised. Also known as local knowledge, it is defined as "that is unique to a given culture or society" [16]. Examples include surviving a typhoon, recycling food, and even seeking employment when you come from an unknown school.

From this point on, the discussion on the standard characteristics of technical writing like accuracy, brevity, and completeness of information, although by themselves are important, revolved on how these characteristics ultimately contribute to the outcome of making lives better by documenting practices that people could learn and draw from when similar situations arise in the future.

Evering and Moorman [17] suggested that assigning tasks that are relevant to students and increasing their need to inquire are ways that may prevent plagiarism. Through these, students are led to come up with manuals that are not just novel but are made meaningful by virtue of the process of inquiry and discovery that have been undertaken. When asked for the best way to prevent plagiarism, answers of students showed that understanding the lesson better helps prevent plagiarism. Apparently, the need for greater appreciation for the subject matter becomes imperative, especially when faced with academic pressures. More than 85 per cent of the respondents admitted to falling for the pressures of concentrating on achieving high marks. 30 per cent of the respondents further admitted to plagiarism as a last resort. Such may be attributed to the reputation that the programme has built through the years. The Architecture programme has been registering 100 per cent passing average for several years, suggesting a developing culture of excellence found among the members of its academic community. The same goes to the Biology and Psychology

programmes of the university. The former is known to be a melting pot of future medical doctors while the latter would always have the most number of students with Latin honours during graduation.

Others also opined that giving assignments that are not easily found online pushes students to learn more and write about the subject matter. The survey revealed that more than 80 per cent of the respondents use the internet, fromall to most of the time, for journal sources and websites as aid to complete university assignments. Resorting to online databases and useful internet search engines has provided the most workable arrangement, given the hectic schedule of the students. Their classes start as early as 7 am and ends as late as 8:30 pm. In between are assignments and projects that must be accomplished. This predicament makes it very challenging for students to physically visit the university library which opens at 7 am and closes at 7 pm.

EMPHASISING CONTACT OVER FORM

Heading to the midterm period, the students were informed about technical writing as an instrument that helps in completing a project that is beneficial to others. This help may come in the form of letters of requests to complete the manual or memos of instructions to implement a proposal. In the lessons on letters and memos, the challenge of preventing mere copying from templates was very evident. The availability of online templates brings students to resort to samples they find in websites when preparing communications as indicated by Mechenbier [18]. More often than not, however, outputs of this nature come across as contrived and de-contextualised, i.e. failure to address the nuances in writing observed in a particular community.

The lesson in the midterms emphasised that while templates generally assure acceptable grammar and form, there are other equally important aspects that must be observed to make communication effective. One of these is preference which is related to the practices and beliefs that the recipient of the communication favours. This preference may be manifested in the way the recipient is addressed, the order in which the ideas are presented, and even the kind of medium used for communication.

The mindfulness for the reader became very evident in the narratives submitted by the students who participated. The awareness of the reader was a recurring theme when asked to write about values they learned while and after studying technical communication. Students shared that the awareness of the "other" redirected their focus from complying with the standards of writing to responding to the expectations of the reader. Given how fluid letter or memo writing can be, it was helpful for students to see communication not only as a product of structured templates or ready to fill out forms, but also as a result of a careful appreciation of the personality and values that the recipient of the communication holds.

LOCALISING AND KEEPING IT REAL

By the time the class reached the final period, students learned to focus their energy on the real situations and real people around them. The elements of technical communication that highlight form came (margin, layout, etc.) then as vital tools towards addressing the concerns that these real-life situations present. In the case of the final topics on project proposals, these forms are important in highlighting, among other things, solutions, call to actions, and agreements.

The teaching of writing a project proposal commenced by asking students the problems in the community that they can help provide solutions to. Students were given the learning space to go out of the classroom, make some observations, and even conduct interviews to guide them to the concern, in which they can be of best assistance.

For Evering and Moorman [17], providing problem-based learning decreases the likelihood of committing plagiarism. Such tasks when applied resulted in students spending their energy more on providing solutions to real problems than on finding templates or similar documents to copy. According to the narratives submitted, the students felt that their resourcefulness was developed. Given the localised nature of the problem, the students found themselves using different sources and consulting different people to arrive at workable proposals that respond to the needs of the community.

AFTER THOUGHT

Technology has brought opportunities and challenges to the academe. On one hand, information has become accessible, literally at a snap of the fingers for those who have good internet connection. On the other hand, it may have open the options to plagiarise. In this kind of situation, the teacher is faced with the task of making sure that plagiarism is not committed in class or in life. Online tools have been successful in discouraging students to cut and paste pieces of information and present them as their own. According to a study by Heckler, Rice and Bryan [13], instances of plagiarism decreases when announced that students' work shall be checked using an online tool.

However, instilling fear of being caught may just be a short term solution to a dishonest act that threatens to loom for a lifetime. A lifelong approach is therefore important. For Dray *et al*. [19], this relationship with technology calls on values, among other things. The non-technical approach shared in the teaching of technical writing places values education as an important element in maintaining integrity and scholarship among students, developing stewardship, and advocating service.

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Perspective III: Sustainable Learning, Leading and Living in the "I" Age

Alice Lee

INTRODUCTION

Learning and teaching are two sides of the same coin. Learning/teaching is about self-exploration. University is the time for students to discover who they are, what they enjoy doing, what they are good at, and what they want to be. It is a journey of self-exploration, which does not end upon graduation. It may be in learning, researching, mooting or volunteering that students find their true selves.

I believe that sustainable learning, leading and living can be achieved by an invitational approach – inviting students to search and share, acknowledging and rewarding their contributions, and creating opportunities for further exploration after graduation. I put the emphasis on self-exploration because upon reflection on our university's Outcomes-Based Approach to Student Learning (OBASL), Problem-Based Learning (PBL) and other student-centred learning strategies, I find that individual initiative, personal judgment and responsibility are not highlighted as they ought to be. Learning Outcomes and PBL problems are selected for and assigned to students, who are treated as a homogeneous group with no regard to individual talents and interests. For digital natives, information is accessible at their fingertips, personalised entertainment is the norm, and online surfing is an integral part of their daily life. We need i-strategies for learning and living in the I-age – "I" stands for the Internet, and for Individualism. To make learning satisfying, sustainable and impactful, I adopt a *3-i*strategy as follows:

1. To embrace and celebrate individuality, I *invite* students to explore.
2. To nurture global citizenship, I *interconnect* them with the world.
3. To cultivate a sense of community, I *inform* them of enhancement initiatives.

We have been talking about "life-long learning" and "global citizenship" but there is very little conscious or explicit effort to cultivate the most crucial attributes of a global citizen or life-learner, namely, the *willingness* to contribute to the common good, the *willingness* to serve and give back to society, the *willingness* to cooperate and collaborate, as well as the *willingness* to spot and solve problems as opposed to the ability to do so. It is not a matter of what I *can* do, but what I *care* about. Individual initiative, attitude and values are to be encouraged, not assessed. The word "assess" is defined in the Cambridge University Dictionary as follows:

> "To judge or decide the amount, value, quality, or importance of something."

We *assess* knowledge and skills. We *inspire* students to care about the human condition, *instil* personal responsibility and motivation, and *invite* them to serve and give back to society. Hence an invitational approach is called for.

INVITING STUDENTS

Students are invited to "search and share", i.e. to conduct online searches for the latest cases, examples or discussions in respect of the subject, and to share their findings. For arts, mathematics, and humanities such as law, students can easily find innumerable examples in everyday life; for more technical disciplines, academic journals or professional discussions could be the subject matter of the search. Online searching is part of our daily life. If we could build online searching into our curriculum, students could learn anywhere, anytime. In exercising their judgment and making the selection, they will be able to distinguish facts from truths. Most importantly, they will develop a sense of ownership, responsibility and satisfaction.

The keyword is "invite", that means students are encouraged, not compelled, to do searches on their own. Invitation is an effective way to generate individual initiative, but it is effective only if students' efforts are individually acknowledged and rewarded. I have experimented with three different ways to do so:

1. Acknowledging contributions in class

   I invite students to "search and share" with me. I ask every contributing student for his or her name so that I can acknowledge their contributions and thank them individually in front of the whole class. Being acknowledged, they know that they are on the right track, i.e. they receive instantaneous positive feedback from the teacher. This helps in building their confidence, prompting their curiosity, and making them more willing to contribute. It is a virtuous circle.

2. Bonus for research

   The "search and share" method is also effective in inducing individual initiative in terms of research, provided that the contributing students are given the acknowledgment and reward they deserve. I invite each student to (i) do an online search for the most recent court decisions on a specified topic, (ii) choose a case he or she would recommend for inclusion in our discussion, and (iii) write a one-page commentary for discussion in tutorial. The best submission in each tutorial group will be awarded a bonus. Students are motivated not only to take learning into their hands, but also to turn their written submissions into journal publications. There is an evidence in the SETL that students are inspired to conduct research on their own.

CO-TEACHING

A more advanced "search and share" model may be used for upper-level courses taught in seminar format. For my Intellectual Property course, I invite students to take an even more active role in learning and teaching, let them decide on the scope and methods of learning and assessment, and give them instantaneous feedback and reward for their contributions. Those who seize the opportunity are in fact co-designing and co-teaching the course. I invite students to look around for potential intellectual property issues in everyday life. Students who choose to share their search findings in class are acknowledged and thanked; bonus is awarded and recorded at the end of each seminar to ensure immediacy and transparency. There is 100% alignment between the learning and assessment. We use only real cases and real-life examples in classroom discussion, in the optional

assignment, and in the final examination, and students are informed in advance. Real-life examples are conducive to active and life-long learning because students can easily spot them on their own and are inclined to follow up simply out of personal interest. The optional assignment and final examination also draw on intellectual property issues in everyday life so that students can relate to them on a personal level. It is an in-hall open-book exam with a choice of questions, all based on real recent court cases, decided or pending, and potential cases of infringement in everyday life. Students are informed at the outset, in class and in course material, that only real cases and incidents will appear in the assignment and final exam, and are explicitly encouraged to do their own search and research in advance. Every year, about half of the class will choose to "search and share" in class, and half of the class will opt for the assignment. The two batches are not mutually exclusive, i.e. some may choose to do both. Everyone has to take the final exam, in which a substantial number of the students are able to cite and comment on the relevant news reports and law reports, and are able to discuss the legal issues with reference to the facts and their own personal experience and observations.

INTERCONNECTING STUDENTS/ALUMNI

While the first "i" stimulates personal growth and individual initiative, the second "i" nurtures interpersonal connections and teamwork. Students who are willing and eager to contribute to the common good would have to collaborate with each other and to connect with the world. They are budding entrepreneurs. They need room to bloom.

The Hong Kong Education Bureau has promoted "life planning education and career guidance for secondary schools" [1], but still many university students have no idea what they want to do, career or life wise. Even law students do not necessarily want to be lawyers or know whether they should be solicitors or barristers. Mooting and internship opportunities can be eye-opening, door-opening, and sometimes even life-changing. As the HKU team coach for the Oxford International Intellectual Property Moot, I have seen many students finding their career paths after taking part in the moot. I have also included diversified internships as an integral

part of my Intellectual Property course. These internships turn out to be valuable opportunities for the interns to know more about the firm and vice versa, learn more about intellectual property practice, and get a sense of their interest and career inclinations. Students appreciate the opportunities to learn from and interconnect with experts in the field.

We tend to regard current students and alumni as two distinct groups, being taken care of by different colleagues, different units. If we believe in the philosophy of "life-long learning", which I do, there is no break in the learning process. That is why I embrace Internet searching and sharing as a means to achieve borderless learning. That is also why I invite students in my Intellectual Property class, who are final-year students, to continue to learn, share and serve *after they graduate* through a "Copyright Ambassadors" scheme. It is an important moment when students turn into graduates and start seeking their first role within the industry. An opportunity for sustainable and life-long learning and service, the scheme helps them develop a sense of mission and concern for others.

INFORMING STUDENTS

As an Associate Dean overseeing Learning and Teaching, I take students' and teachers' feedback seriously, and have seen huge gaps between students' and teachers' expectations. From my observation and discussion with colleagues and students, I find that the problem lies in the fact that well-intended initiatives or remedial actions are not made sufficiently clear to students. That is why informing students of enhancement measures is as important as carrying them out.

When I remind colleagues of the need to clarify goals and standards and provide timely feedback, I share those reminders with the Chairman of the Law Association, a student body, for further dissemination to students. Student representatives are invited to join all our Faculty Teaching and Learning Quality Committee meetings. It is important to keep the feedback loop active. It is only when students are informed of the actions taken that they will appreciate the efforts made and develop a sense of community.

I have made extra effort in class and in course material to inform students of the types and timing of feedback in advance because I have

seen a gap in the survey "Student Evaluation of Teaching and Learning", which is administered *before* the final exam. If students are not sufficiently informed in advance of the feedback they are going to receive *after* the final exam, they are not in a position to give accurate replies to specific survey questions on "assessment standards" and "timely feedback". Keeping students informed will help manage expectations, generate a sense of belonging, enhance the quality of learning and teaching, and make the learning experience more satisfying. To achieve these goals, it is necessary to take student surveys seriously, and to design and revise the learning, assessment and feedback methods with these important data in mind. To me, such design/revision is an ongoing process, and feedback and clarification should be given constantly rather than at the end of the course. I keep checking students' progress and clarify their expectations as soon as difficulties are detected. It is only when students are involved and informed in every step of the learning process that learning will become satisfying and sustainable.

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Perspective IV: PODz: Small Self-governed Peer-moderated Support Groups in an Atmosphere of Confidentiality and Trust to Help Students during Difficult Transitions and Set Accountability for Personal Goals

Tang Siew Fun

INTRODUCTION

Many studies suggest that in addition to cognitive skills, social and emotional skills is pivotal to the students' lifetime success [1], [2], [3] and key stakeholders such as policy makers, teachers and parents can contribute in enhancing these skills [4]. Experts recognised an absence of general and precaution any arrangement for young adults, most eminently those young people not deemed to be "high risk". This is especially a concern for those who seem well but often may sneak past the net and experience nervousness and depression unnoticed [5].

Mental Health Foundation defines emotional well-being as, 'A positive sense of well-being which enables an individual to be able to function in society and meet the demands of everyday life; people in good mental health have the ability to recover effectively from illness, change or misfortune.' Everyday emotional well-being also involves identifying, building upon, and operating from your strengths rather than focusing on fixing problems or weaknesses. The better you are able to master your emotions, the greater your capacity to enjoy life, cope with stress, and focus on important personal priorities.

Recognising this, Taylor's University, Malaysia introduced its PODz programme in 2015. The term PODz originated from the word "*pod*" which means an elongated seed vessel of a leguminous plant such as the pea, splitting open on both sides when ripe. It is created to represent small peer support groups in an atmosphere of **confidentiality and trust**, so that students will have the opportunity to explore their greatest passions and

talents, receive support during difficult transitions, and set accountability for personal goals. Differing from other support groups that usually focus on academic matters, PODz focuses on the overall student well-being with the emphasis on emotional well-being.

This small group structure is closely modelled after the Young Presidents' Organisation Forum that is a proven process used and endorsed by many of the world's top business and thought leaders. However, to my knowledge, this topic has yet to be investigated on students, in particular university students. The PODz programme is designed specifically to develop students' emotional well-being and bring out the best in them as well-rounded individuals. It is also to inspire students to choose a life that aligns with their highest values and signature strengths, support them in connecting authentically with others, and provide a safe support system as they explore potentially risky areas of self-development. This paper will address the key elements of PODz and investigate how students benefit from this new peer support group within the university environment.

THE PODz PROGRAMME

Students who are interested to join the PODz programme will be invited to attend a "taste session". It simply means they are given a chance to experience a typical PODz session on a trial basis. Only when students are comfortable with the protocol in PODz, can they sign up as participants in the programme. The participation in PODz is on a voluntary basis whereby they will be assigned to a small group of members with diverse but almost the same study cohort. This is to ensure that the members can spend sufficient time together in the PODz before graduation. A standard PODz meets for 4 hours, once every month for 6 continuous months. There is a strict protocol to the programme structure and each session is moderated by a Staff Interim Moderator (SIM). The word '*interim"* indicates that the staff will moderate for the first 6 months after which the group can function on its own and is moderated by the students on a rotational basis. It is envisioned that the students will continue to be active in their self-run PODz even after they have graduated from the university.

In each of the 4-hour sessions, selected topics/activities from the following list will be covered.

- AMERPS Check in–At the beginning of each session, students are asked to report to what extent they are feeling (emotions in check) at that moment with regard to academical, mental, emotional, relational, physical and spiritual.
- PODz Guidelines Review – Constant reminder on adherence to the group agreed standard guidelines on respecting confidentiality, appreciating strict commitment to attending the meetings, efforts to remain objective and compassionate, recognizing and sharing authentic experience, etc.
- Issue Clearing – Letting go of painful grudges between members, if any, to enable them to stay fresh in the present, without the injustices of the past occupying the psychic space.
- Personal Update – On a scale of 1-10, every member does a scale check-in of their feeling at that moment with regard to personal, academic and family/friends. This is followed by a report on energy draining and energy uplifting events for the last 30 days as well as the next 30 days.
- Affirmation – Self report on affirmation made and reflect on how it has been working out. In cases, where it is unsure if the affirmation has worked but has an issue that a member would like to explore, this warrants for a presentation as "something to work on". An accountability buddy can be requested if needed.
- Issue Presentation – When a member would want to work on a pressing issue, a presentation on the topic will be made to seek support/advice from the group. It involves a structured process that encompasses issue background, clarifying questions from members so that they are prepared to provide feedback, feedback round, and closure/epilogue.
- Navigating Emotions–When emotion arises (someone is overwhelmed with powerful emotions), especially during issue presentation, members acknowledge it by honouring whatever comes up, reflect or reframe, offer go-forward support, move to closure by looking for

a response showing the person either needs a break or is willing to resume discussion. In navigating emotions, members need to set aside own agenda, including any efforts to collaborate, negotiate, or give feedback.

- Appreciation – Acknowledging something learned/appreciated/ resonated.
- Check out – The one-word before leaving to verify the feeling before closing the retrospective. It is typically a great moment for members to share their feelings, especially after they had great enthusiasm from the retrospective.

In the PODz programme, the students will focus on learning the skills which are not commonly taught in the classroom such as practising active listening and mirroring, showing up with curiosity versus defensiveness, pushing for clear agreements and commitments, search for authentic and truthful paths, emphasising the power of appreciation, setting specific accountability, push on facts/observations versus judgments, and treating one another with dignity, respect and compassion.

THE STUDY

The study is part of a larger study conducted in determining the effectiveness of the PODz programme in developing students' emotional well-being. The study employed both the quantitative and qualitative methods. From the literature and expert advice, a questionnaire was designed to identify the value and impact of PODz on students' personal lives. The survey was administered online in April 2016 to 148 PODz members who had been in the programme for at least 4 months to ensure that they had participated sufficiently to feel the impact of the programme. The respondents were assured that their responses were completely anonymous. 71 students responded to the survey that contributed to a 48% response rate and the descriptive statistics were generated for analysis. Interviews were also conducted with five students to delve into the values that the students gained from the small peer support group in an atmosphere of confidentiality and trust.

STUDY RESULTS, DISCUSSION AND CONCLUSION

The study highlights that peer emotional support is important to the university students facing issues. Fig. 1 shows a word cloud of the responses when the PODz participants were asked, in their first PODz meeting about what their expectation was in joining the emotional peer support group. The word cloud gives greater prominence to words that appear more frequently in responses, therefore highlighting by size the factors which most commonly impact the young people's well-being.

Figure 1 Students' expectations from PODz

The bar chart in Fig.2 shows the students' experience and how they had benefited after participating in the PODz programme. It clearly shows that the students felt they had a better understanding of self and others; experienced a more stable emotion; developed greater emotional and social bonding with group mates; and become more resilient.

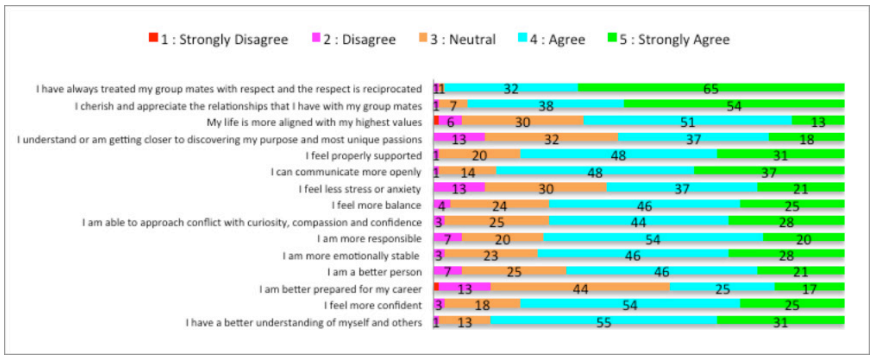

Figure 2 Experience and Benefits Gained from Emotional Peer Support Group

Outcomes from the interviews with students on their PODz experience concurred with the quantitative findings. Students report edconcerns regarding academic progress, particularly in terms of their ability to manage coursework and assessment, the ability to set priorities, make decisions and manage time, concentration and the ability to meet academic/career goals. The interviews with the students indicated that the engagement among their peers and the support they received in PODz made the students realise that it is important to care for their own well-being while at the university. Through the sharing of experiences by their peers as well as the emotional support given to them, the respondents are able to employ a range of coping strategies including physical activity, good nutrition, talking to someone, socialising, managing their studies, taking time out, and managing their lifestyles.

When students were asked how their PODz experience was, responses highlighted the connection with their learning, resilience and ability to know them better. Many see it as a social and emotional support group when they are going through challenges or difficult moments in their stressful study life, which affects their well-being. They felt they were understood, supported or helped in this small peer support group. A few students responded that it made them think about their past and make them plan for the future. Many learned not to be judgemental, and were able to communicate with own self and others better. They are now more

comfortable with themselves. The students also highlighted they felt that the monthly four-hour meetings usually resulted in energy gaining, making them see life more positively with a clearer life goal and sense of purpose.

In conclusion, PODz supports the students in connecting authentically with others, and provides a safe support system as they explore potentially risky areas of self-development. The acquired holistic life skills will not only help them become more marketable and employable but also provide fundamentals needed to live a passionate, fulfilling life.

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Perspective V: Shrinking the Drop-out Rate: A Case Study of Hasanuddin University

Junaedi Muhidong and Dwia A.T. Pulubuhu

INTRODUCTION

Currently, there are 127 state universities in Indonesia where 11 of them are autonomous institutions [4]. Hasanuddin University is one of the autonomous state universities. This university has 14 faculties and a graduate school with 30,000 students, consisting of 24,000 undergraduates and 6,000 graduate students. The number of staff employed is around 1,700 academic staff and 1,000 administrative staff, making Hasanuddin University the biggest university in the eastern part of Indonesia. The competitiveness of this university's entrance test is relatively high, specifically for undergraduate students. There are generally three types of university entrance tests in Indonesia [1], namely) Type-1: National entrance test based on students' academic performance record; Type-2: National entrance test either on paper or computer-based test; and Type-3: University's local entrance test. In 2016 (this year), the Ministry of Research, Technology, and Higher Education of Indonesia mandated that the proportion of new student intake of each state university should be at least 40% from Type-1 Test, at least 30% from Type-2 Test, and a maximum of 30% from Type-3 Test [2]. As a result, the number of applicants selecting Hasanuddin University as their targeted university reached around 34,000, 73,000, and 10,000 for Type-1, Type-2, and Type-3 tests respectively.

These applicants competed for 5,000 available seats. This figure alone illustrates the level of competitiveness for this university. Under the university's academic regulation [3], Hasanuddin University's undergraduate students are required to pass at least 144 credit hours within the maximum study period of seven years or 14 semesters. All students must also pass at least 44 credit hours during their first four semesters. Students who are unable to fulfil these requirements would be dismissed from the university. Due to the high standard of the entrance test, it seems

almost impossible for students to experience a drop-out incident. This paper intends to outline the methods used by Hasanuddin University when dealing with the drop-out issue. The discussion focuses on three main subjects: drop-out profile, possible root cause, and remedial approach.

DROP-OUT PROFILE

Students' Drop-out (DO) profile during the period of 2013 to 2016 is shown in Table 1 and Table 2. The proportion of DO in these two tables represents the number of DO as a result of low academic performance. Meanwhile, transfer shows the number of students transferring to other universities before DO status is declared. Some students are seeking transfer opportunity when they stand no chance of completing their studies. The proportion reveals the number of students within the "DO" or "Transfer" category divided by the total intake of students for the related entrance year. The student intake is around 5,000 in each academic year.

Table 1 Proportion of Students' DO and Transfer Due to Study Period Exceeding Seven Years

Entrance Year	Evaluation Year	DO [%]	Transfer [%]	Total [%]
2006	2013	2.39	1.96	4.35
2007	2014	0.77	1.73	2.50
2008	2015	1.30	1.09	2.39
2009	2016	1.14	0.82	1.96

Table 2 Proportion of Students' DO and Transfer Due to Low Academic Performance During the First Four Semesters

Entrance Year	Evaluation Year	DO [%]	Transfer [%]	Total [%]
2011	2013	2.18	0.33	2.51
2012	2014	2.43	1.18	3.61
2013	2015	1.63	0.49	2.12
2014	2016	0.69	0.60	1.29

The above tables clearly indicate that there has been a significant decrease in the DO rate. Although the DO proportion in Table 1 still fluctuates, a clear downward trend could be observed when the DO and transferred students are combined, as shown in the last column (Total [%]). Table 2 also depicts a clear declining trend as that in Table 1. DO proportion in 2016 has already reached a very low mark, with only 0.69%. This is about 3 to 3.5 times lower than the proportions in 2013 and 2014.

Hasanuddin University students come from different provinces, cities, and regencies across the country. This is in line with the scope of the national entrance test applied by this university. Out of 34 provinces in Indonesia, at least 17 provinces are recorded to have experienced at least a DO and Transfer case (first four semester's evaluation) from 2013 to 2015, with the year 2016 still being analysed. These 17 provinces are listed in Table 3 along with their corresponding number of cities and regencies. This table clearly indicates that there are at least six provinces with a relatively high proportion of DO and Transfer, namely Riau, Papua, West Papua, East Nusa Tenggara (*Nusa Tenggara Timur* – NTT), Maluku, and North Maluku. However, Riau province, might not represent its actual condition due to a low number of student intake (four students) from 2011 to 2013.

Table 3 Proportion of Students' DO and Transfer Based on Students' Provincial Origins from 2011 to 2013

#	Province[a)]	# of Cities and Regencies[b)]	# of Students	# of DO and Transfer	DO and Transfer [%]
1	Riau	3	4	1	25.00
2	Papua	12	190	26	13.68
3	West Papua	8	92	10	10.87
4	NTT	13	41	4	9.76
5 and 6	Maluku and North Maluku	15	218	8	3.67
7	South Sulawesi	23	13085	337	2.58

cont. Table 3

8	Southeast Sulawesi	11	589	15	2.55
9	West Sulawesi	5	551	13	2.36
10	DKI Jakarta	5	130	3	2.31
11	East Kalimantan	12	235	5	2.13
12	Central Sulawesi	10	324	6	1.85
13	North Sulawesi	11	58	1	1.72
14	Gorontalo	5	98	1	1.02
15	NTB	9	142	1	0.70
16	Central Java	21	176	1	0.57
17	West Java	21	176	1	0.57
	Total	184	16109	433	

[a)] *Total number of cities and regencies in these provinces is 279.*

[b)] *Total number of cities and regencies in the corresponding province with DO and Transfer case.*

Another phenomenon observed is that students coming from city areas, especially cities with DO and Transfer cases, tend to have a lower rate of DO. The average proportion of DO and Transfer for those coming from the city and regency areas are about 3.81% and 12.42%, respectively. For comparison, 17 out of 184 cities and regencies (the total number of cities and regencies in Indonesia is 486) as shown in Table 3 are categorised as city or urban area. The proportion of DO and Transfer in these 17 cities is depicted in Table 4. This table also illustrates that the proportion of DO and Transfer from the two cities located in Papua (Jayapura and Sorong) is still higher than in the other cities and even close to, or higher than the average proportion of the regency areas.

The proportion of DO and Transfer based on the types of entrance tests from 2011 to 2013 has also been analysed. The results are displayed in Figure 1, demonstrating that the Type-1 Entrance Test leads to a lower

proportion of DO and Transfer compared to the other two types of entrance tests.

ROOT CAUSE ANALYSIS

Several factors have been identified as the factors affecting the magnitude of the proportion of DO and Transfer cases. The following claims, gathered from the Vice Dean of Academic Affairs in each faculty, are considered valid although they are solely based on qualitative judgment. For example, students fail to adjust themselves to a new learning style at the university. On the one hand, during the last four years, the number of students coming from outside South Sulawesi has significantly increased. This is related to the nature of the Type-1 and Type-2 Entrance Tests where all high school and fresh graduate students across the nation are eligible to sit for the tests. These tests have also encouraged students at the Hasanuddin University to become more competitive. Adjustment on learning style is certainly required in such kind of situation. In this sense, students from urban areas or cities typically have a better capacity in terms of making adjustments compared to those coming from rural areas or regencies.

Table 4 Proportion of Students' DO and Transfer Based on Their City of Origins for the Entrance Year from 2011 to 2013

#	City	DO and Transfer [%]
1	South Jakarta	5.13
2	East Jakarta	3.33
3	Bima	1.89
4	Balikpapan	2.78
5	Bontang	2.38
6	Tarakan	5.00
7	Palu	1.33
8	Makassar	2.36
9	Palopo	2.69
10	Pare Pare	2.06

cont. Table 4

11	Bau-Bau	1.95
12	Kendari	1.23
13	Gorontalo	1.67
14	Ambon	2.06
15	Ternate	5.36
16	Jayapura	10.00
17	Sorong	13.64

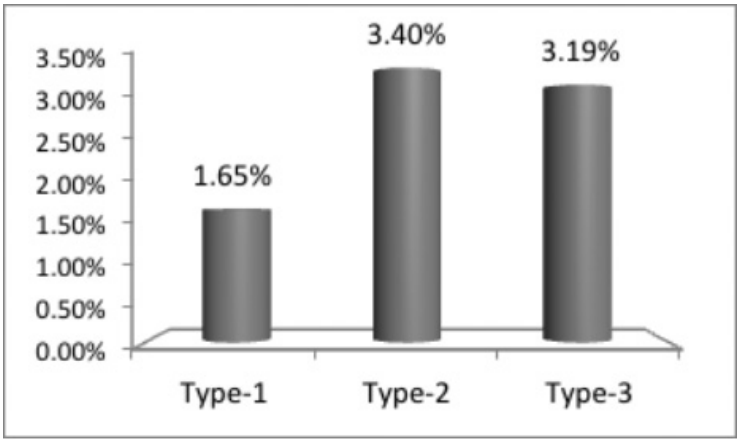

Figure 1 Proportion of DO and Transfer according to the Types of Entrance Tests from 2011 to 2013

- Unprepared for a new living environment

  The effects of a new living environment are more tangible to those coming from rural areas. City life offers a different lifestyle compared to their life back in the villages. Hence, the application of appropriate life skills is needed so that the students' learning focus is not badly affected.

- Financial limitation

  Although scholarships are widely available, most of them require a good academic standing (GPA ≥3.00). It is uncommon to find a scholarship

which is specifically designed for under-performing students and those coming from economically disadvantaged families. Taking a part-time job is now becoming a popular alternative for students under this category, but without appropriate time management, the academic performance of students is at stake.

- Unsuitable study programme

  The three types of tests as stated before allow new student candidates to choose more than one targeted study programme. Students who only get their second or third choice of study programme are believed to be less motivated compared to those who are offered their first choice. Such students have the potential to end up as DO.

- Lenient restriction

  Before 2014, the university management decided to be more lenient in the implementation of the DO regulation. Students who passed less than 48 credit hours during their first four semesters were allowed to maintain their status as students. Also, they were required to pass at least 60 credit hours at the end of their fifth semester. Similarly, students were given the opportunity to continue until 7.5 years to complete their studies, or one semester beyond the regulated time. This policy, however,made the students ineffective in terms of time management. At the same time, the students felt that there were ways to get away from dropping out.

REMEDIAL APPROACH

In order to deal with the above-mentioned issues, Hasanuddin University has introduced the following approaches:

- Introduction of Basic Character Study Skills (BCSS) course during the first year

  This course is designed to equip new students with learning skills. This is intended to make the students adapt more easily to the new learning environment at the university. Through this course, the students would also be exposed to the appropriate ways that university students should behave when carrying out their on- and off-campus duties.

- Increased monitoring of student's academic progress

  Since 2014, an integrated information system has been developed to facilitate management at all levels to monitor students' academic progress. This system has resulted in an easier coordination of activities among all work units, i.e. study programme, department, faculty, and university's top management in dealing with students with the potential academic problems.

- Early warning system (from manual to IT-based)

  An early warning system was set up in 2015. This system requires the head of department or the faculty dean either to send a warning letter to the students' parents or to invite them to attend an in-campus meeting concerning their children's academic standing. This year, Hasanuddin University has established an online system where parents are able to access their children's academic record in real time. With this system, it is expected that the students would become more responsible in fulfilling their duties at the university.

- Consistent regulation

  Starting from 2014, the university management has decided to fully implement the DO regulation accordingly. The DO yardstick for evaluations of both the first four and the fourteen semesters' are strictly implemented. The results show that the students are now becoming more aware in terms of monitoring their own academic progress without making any excuses to the university management.

CONCLUSION

By understanding the root causes of the DO issue appropriate remedial approaches could be developed and effectively implemented. Thus far, the consistent implementation of the DO regulation coupled with other effective approaches have demonstrated a better result compared to the lenient one.

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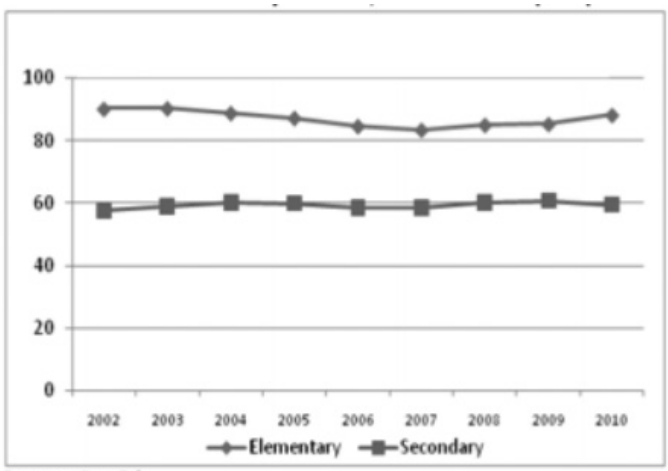
Perspective VI: Alternative Learning System (ALS): The Experience of the University of the City of Manila (Pamantasan ng Lungsod ng Maynila), Philippines

Cecilia Junio-Sabio &Gina A. Opiniano

INTRODUCTION

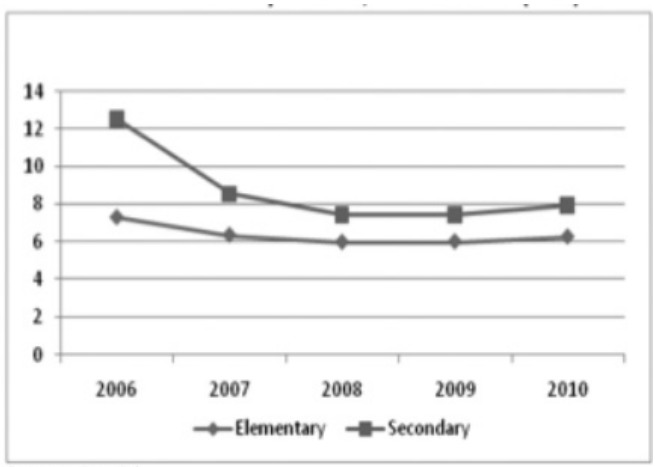
The 1987 Philippine Constitution provides special attention to education and accords it with the highest budget allocation and priority. In fact, Article XIV, Section 1, states that: *"The State shall protect and promote the right of all citizens to quality education at all levels."* Article XIV, Section 5 (5) clearly mandates the State to *"assign the highest budgetary priority for education."* Despite these constitutional guarantees, however, present performance statistics reveal various problems on access to education in the country. Particularly, participation rates have deteriorated and drop out rates remain high.

Despite efforts by the government to make basic education accessible to all, lack of access to quality education remains a major policy concern. The Philippines, a signatory to the Millennium Declaration, has committed to achieve the goal of 100 percent net enrolment rate by 2015. Net elementary participation rates have even declined from 90.1 percent in 2002 to 88.1 percent in 2010. Fewer children of school age proceed to high school and an even smaller number pursue college education [1].[1]



Source: DepEd

Figure 1 Net Participation Rate in Public and Private Elementary Schools, SY 2002-2010



Source: DepEd

Figure 2 Dropout Rates in Public and Private Elementary Schools, SY 2006-2010 (in %)

Access to education is also unequal, with the poor having significantly lower participation rates than the non-poor. In 2007, the non-poor had an

elementary participation rate of 91.8 percent, while for the poor, it was only 85.9 percent. The disparity worsened at the secondary level when the participation rate of the poor grew to 51.4 percent as against the non-poor's 76.5 percent (See Table 1). Looking at the gender dimension, boys have lower participation rates than girls in all year levels. Efficiency is likewise a problem as manifested in the still high, albeit declining drop out or school leaver rates. The majority of school leavers also came from the poor and male groups (See Table 2). Results of the 2008 Functional Literacy, Education and Mass Media Survey (FLEMMS) showed that out-of-school youth aged between 6 to 15 years old do not attend school mainly because: (1) they lack personal interest (35.0%); (2) they find the cost of education is high (18.7%); and (3) they consider themselves too young to go to school (16.2%). It should be noted that as the age cohort gets older (16 to 24 years old), the need to look for work and the high cost of education become the major factors for not going to school *(See Table 3).*[2]

Table 1 Net Participation Rates by Level, Gender and Poverty Status 2007 (in %)

	Male			Female			Both Sexes		
	Poor	Non-Poor	All	Poor	Non-Poor	All	Poor	Non-Poor	All
Elementary	84.7	91.3	88.2	87.2	92.3	89.8	85.9	91.8	89
Secondary	44.7	71.9	59.4	58.3	81.1	70.9	51.4	76.5	65.1
Tertiary	6.7	25.3	18.8	11.1	30.1	24.5	8.7	27.7	21.6

Source: Manasan, 2011[3]

Table 2 School Leavers as a Percentage of All Children in a Given Age Cohort 2017 (in %)

	Male			Female			Both Sexes		
	Poor	Non-Poor	All	Poor	Non-Poor	All	Poor	Non-Poor	All
Aged 6-11	9.9	2.8	6.2	7.8	2.2	4.9	8.9	2.5	5.6
Aged 12-15	21.9	8.0	14.4	14.1	4.2	8.7	18.0	6.1	11.5
Aged 16-24	76.3	63.0	67.6	72.2	60.4	63.9	74.4	61.7	65.8

Source: Manasan, 2011[4]

Table 3 Reasons for Not Attending School

	6-15 years old	16-24 years old
Philippines (in `000)	**2,281**	**10,064**
Total (in%)	100	100.0
Schools are very far	5.0	0.7
No school within the *barangay*	1.1	0.2
No regular transportation	0.4	0.2
High cost of education	18.7	24.5
Illness/ disability	7.2	1.9
Housekeeping	0.8	4.4
Marriage	0.6	11.9
Employment/ looking for work	4.0	26.1
Lack of personal interest	35.0	17.1
Cannot cope with school work	2.9	1.1
Finished schooling	0.0	8.1
Problem with school record	1.2	0.3
Problem with birth certificate	1.3	0.1
Too young to go to school	16.2	0.1
Others	5.8	3.2

Source: 2008 FLEMMS

Given the foregoing data on the state of the Philippines basic education and the difficulty for many Filipino youths to get access to basic and secondary education especially for the poor, the Alternative Learning System of education was introduced. The need for ALS stems from the fact that many Filipinos do not have an opportunity to attend and finish formal basic education (Grades 1-6 and Year 1-4) due to various reasons as stated in Table 3. Some drop out from schools while some do not have schools in their communities. Since every Filipino has a right to free basic education, the Government established ALS to provide all Filipinos the chance to have access to basic education and complete it in a mode that fits their distinct situations and needs.

The 1987 Philippine Constitution provides for the recognition and promotion of other forms of education other than formal education. Article XIV, Section 2, Paragraph (1) declares that the State shall establish, maintain and support a complete, adequate and integrated system of education relevant to the needs of the people and society; and paragraph (4) concisely encourages non-formal, informal and indigenous learning systems as well as self-learning, independent and out-of-school study programmes particularly those that respond to community needs. The Governance Act for Basic Education otherwise known as the Republic Act 9155 stipulates the establishment of the Alternative Learning System (ALS) to provide out-of-school children, youth and adult populations with basic education.

BASIC EDUCATION IN THE CITY OF MANILA

The City of Manila is divided into 6 congressional districts with 16 administrative districts, 100 zones and 897 barangays. Tondo, with 24 zones is divided into two- Tondo 1 which is the first congressional district and Tondo II, the second congressional district. District III has 16 zones which include Binondo, Quiapo, San Nicolas and Sta. Cruz. District IV, with 17 zones, is comprised of Sampaloc alone. District V, with 32 zones, includes Ermita'. Intramuros, Malate, Paco, Port Area and San Andres. District VI, with 11 zones, is comprised of San Miguel, Pandacan, Sta.

Ana and Sta. Mesa (Division of City Schools, Manila, 2016). The schools in the City of Manila are distributed as follows:

1. There are 17 schools in District I (12 elementary and 5 secondary) located in Tondo I area.
2. There are 20 schools in District II (14 elementary and 6 secondary) located in Tondo II area.
3. There are 16 schools in District III (11 elementary and 5 secondary) located in Binondo, Quiapo, San Nicolas and Sta. Cruz areas.
4. There are 19 schools in District IV (14 elementary and 5 secondary) located in Sampaloc area.
5. There are 14 schools in District V (9 elementary and 5 secondary) located in Ermita, Malate, Paco and San Andres areas.
6. There are 17 schools in District VI (11 elementary and 6 secondary) located in San Miguel, Pandacan, Sta. Ana and Sta. Mesa areas.

Table 4 Participation, Completion, Dropout, Survival, Achievement and Enrolment Rate in City of Manila

Performance Indicators		**2008 2009**	**2009 2010**	**2010 2011**
Participation Rate	E	71.93	79.90	83.30
(Ratio between enrolment in the school age range to the total population of the age range)	S	50.36	57.91	62.47
Completion Rate	E	78.51	83.93	79.40
(Percentage of Grade I entrants surviving to the end of the cycle)	S	58.57	43.17	65.71
Dropout Rate	E	0.52	0.47	0.55
Proportion of students who leave during the school year)	S	5.19	6.71	10.04

cont. Table 4

Survival Rate *(Proportion of enrollees at the beginning grade who reach the final grade at the end of the required number of years)*	E S	80.32 58.57	79.95 48.98	80.06 72.25
Achievement Rate	E	61.34	61.86	64.82
DAT		53.87	56.93	
NAT				
DAT	S	47.04	43.88	43.85
NAT		46.44	43.99	
Enrolment	E	195,446	195,168	
	S	96,744	93. 479	

Source: Division of City Schools, Manila Legend: E- Elementary, S- Secondary

Table 4 shows the performance indicators of both Elementary and Secondary Education in the City of Manila. As seen in the above table, the participation rate was highest in the school years (S.Y.) 2010-2011, with 83% in elementary while 62% in Secondary. The completion rate was highest in SY 2009-2010 with 83% and 43% for elementary and secondary respectively. The out rate was highest in SY 2010-2011 with .55% for elementary and 10% for secondary. Further, survival rate was highest in 2010-2011; 80% for elementary and 72% for secondary. The achievement rate in division Aptitude Test (DAT) and the National Aptitude Test (NAT) were highest among elementary level students as compared to the secondary. The same trend applies to the enrolment figure which is higher in elementary than in secondary. Given the foregoing figures, the need to provide ALS in the City of Manila appeared to be very evident; there is a variance of 20-30% (range) in the participation of elementary for the three (3) school years, while 40-50% in secondary. The figures on both completion and survival rates also became the basis to provide an ALS in Manila.

PLM AND ITS ALS

The Pamantasan ng Lungsod ng Maynila (PLM) is a chartered institution of higher learning that was created by Law, Republic Act (R.A.) 4196 s.1965. The University which is better known in its English name as the University of the City of Manila started its official operations in 1967 at the campus located in the heritage city of the country – **Intramuros, Manila**.

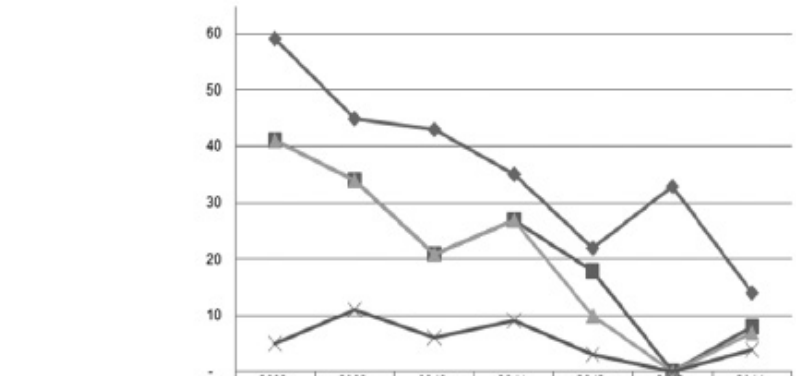
The University's ALS project started in July 2008. The University is one of the many partner institutions of DepEd. The partner institutions are non-DepEd organisations that help implement the ALS programme on a voluntary basis using their own resources. Through social mobilisation i.e. series of meetings with nearby barangays and poor communities of Intramuros, media announcements, and surveys to determine interested and qualified learners, PLM ALS Programme was able to encourage community participation. Initially, a total of 59 students were enrolled in the programme. The process involves a modular approach and skill-based learning which starts with assessment and interview. In this part, the student goes through a functional literacy test (FLT) to determine his/her level of competency. After the assessment, the learner is given orientation about the programme before assigning him/her to an Instructional Manager (IM) who serves as his/her teacher/facilitator. After this process, the IM assists the learner to prepare a Documentation of Life Experiences (DLE), which is the second stage; this is to test his/her daily experiences in life. The third stage is called the Individual Learning Agreement (ILA) which is a strategy to establish a learning relationship between the learner and the Instructional Manager. This stage is very essential because it is in this part that the IM determines the flexibility and availability of the learning schedule and the needs of the student. Through this agreement, the IM and the learner begin to establish rapport which leads them to focus on the learning needs.

The components of the University's ALS involve instruction and supplementary programmes. Under the instruction part, a modular / tutorial session happens where the IM and the learner focus on modular sessions at a flexible time from Monday to Friday. Here, the Learners are taught, tutored and self-learn with the assistance of the IM on a 1:1

or 1:2 ratio. One IM teaches 1 or 2 learners. The modules use five (5) Learning Strands as the basic curriculum for the ALS programme namely: Communication, Skills, Problem Solving and Critical Thinking (Basic Math and Science and Problem-solving), Development of Self and Sense of Community, Productivity and Use of Resources and Expanding One's World Vision. Each module is complete in itself. It contains the description of the module, objectives, learning activities, and pre and post-tests. Modules for the basic and lower elementary level learners come with a Facilitator's Guide. Meanwhile, modules for advanced elementary and secondary levels have been designed for self-learning. Moreover, under the supplementary programmes, learners develop their skills, productivity, and sense of community; they are also able to expand their visions. These programmes are provided to enhance the learners with the following: (a) skills in livelihood like massage therapy, soap making, beads making, fabric & dishwashing, mug & plate lamination, cooking etc.; (b)special lectures related to health, environment, current issues, essay writings both in English & Filipino; (c) E-Learning or Basic Computer Course; (d) special activities, value formations, sports & other group activities; and (e) educational exposure to widen their learning experiences. All these activities are participated in by the different colleges of the University. It has also become an avenue for practicum of students and other extension programmes of the University.

After the foregoing processes, the accreditation and equivalency test is undertaken. After the learner meets the requirements of attending the learning sessions, qualified learners are assessed through the scheduled Accreditation and Equivalency Examination given by DepEd. These learners are prepared for comprehensive review and mock examination for them to be able to pass the said equivalency test. The test result or certificate is on par with to the formal elementary & secondary education. After the National Accreditation Test, the learners are still encouraged to attend the learning sessions to upgrade their knowledge and skills acquired from experiences. More supplementary activities and the bridging programmes are offered while they wait for the results of their examination. Regular monitoring is conducted to assess the effect of implementation and continuous social mobilization and information dissemination to sustain

the programme. Evaluation questionnaires are answered by the learners at the end of the course.



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Number of Enrollees	59	45	43	35	22	33	14
Number of Registered Learners	41	34	21	27	18	-	8
Number of Test Takers	41	34	21	27	10	-	7
Number of Passers	5	11	6	9	3	-	4

Total Test Takers (2008-2014)	Total Passers (2008-2014)	Percentage
140	38	27.14%

Figure 3 Plm's ALS Enrolment Statistics

Source: PLM, UCRES (2016)

The above figure shows the enrolment statistics of PLM ALS. Out of the 140 test takers since 2008, 38 learners passed the examination and were granted high school diplomas which accounts to 27% of the entire number of takers.

SUMMARY

ALS is a response to the growing problems on access and equity in education. The experience of PLM, which is an institution of higher learning, helps DepEd in propagating the cause of education for all (EFA) especially for the marginalised and underprivileged. Other institutions of higher learning may learn from PLM's experience in their effort to fulfil

their corporate social responsibility (CSR) to their community. PLM ALS is being made to respond to the trifocal functions of education which are instruction, research and extension. Through extension services, ALS can be a better way of responding to the needs of the nearby community and the country by helping the government lower the rates of illiteracy through education.

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Perspective VII: Qualifications' Profile and Preparedness of Elementary English Teachers in District of Bacoor City: Basis for Training Programme

Ruie Lorenz M. Reyes

INTRODUCTION

Teacher quality is a complex phenomenon, and there is little consensus on what it is or how to measure it. Definitions range from those that focus on what should be taught and how knowledge should be imparted to the kinds of knowledge and training teachers should possess. Efforts to collect such data have included diverse methods such as classroom observations and videotaping, the administration of large-scale surveys, and the collection of artifacts (e.g. teacher logs, homework).

There are, however, two broad elements that characterise teacher quality: teacher preparation and qualifications, and teaching practices. The first refers to preservice learning (e.g. educational attainment, certification), teaching assignment, continued learning (e.g. professional development, collaboration with other teachers, teaching experience), and general background (e.g. demographics, aptitude, life experience). The second refers to the actual quality of teaching that teachers exhibit in their classrooms. Of course, these two elements of teacher quality are not mutually exclusive; excellent teacher preparation and qualifications are expected to lead to exemplary teaching.

Sub-problem No. 1: What is the qualification profile of the elementary English teachers in Bacoor City District in terms of:

- Gender

  There were a total of 85 respondents consisting of the following: 10 or 9% school administrators and 75 or 91% English teachers.

  Distribution of respondents by gender: administrators consisted of 3 males (30%) and 7 females (70%) while the English teachers

consisted of 15 males (20%) and 60 females (80%). There were 18 males (21%) and 67 females (79%) according to gender.

- Educational Attainment
  The educational attainment of the respondents: 56 of them with masters'unit (66%); 10 with bachelors' degree (12%); 7 with certificate in English (8%); 6 with masters' degree (7%); 5 with doctoral degree (6%); 2 with doctoral units (2%).
- Licensure Examination for Teachers
  All or 100% of the school administrators have teacher's board examination while 69 English teachers or 93% have teacher's board examination; and 6 or 7% have Magna Carta.
- Years of Teaching Experience
  3 or 39% of school administrators had 6-8 years of teaching experience, 2 or 20% had 9 – 10 years and 1 or 10% had 10 years of experience. 25 or 33% of English teachers had 5-6 years of teaching experience, 23 or 31% had 3-4 years, 10 or 13% had 7-8 years, 8 or 11% had 1-2 years while, 2 or 3% had 10 years of teaching experience.

  Generally, 28 or 33% had 5-6 years of teaching experience, 24 or 28% had 3-4 years, 13 or 15% had 7-8 years, 9 or 11 had 9-10 years, 8 or 9% had 1-2 years, and 3 or 4% had 10 years and above of teaching experience.

Sub-Problem No. 2: How do the administrator and teacher assess the elementary English teachers preparedness in terms of:

i. Teaching proficiency

- Speaking
  The school administrators and English teachers assessed were rated as moderately prepared in the teaching proficiency of speaking with a computed total weighted mean of (WM) 4.06.

  All items were rated as moderately prepared. They are: Use different strategies in teaching speaking (WM = 4.15); Give learning activities in pronunciation, stress and intonation (WM = 4.13); Ensure that students speak English correctly and respond to

questions (WM = 4.10); Require the students to speak distinctly with a pleasant and modulated voice (WM = 4.06); and Teach speaking by modeling (WM = 3.87).

- Listening

  The school administrators and English teachers were assessed on the teaching proficiency in listening. They were rated as moderately prepared with a computed total weighted mean of 4.02.

  One (1) item was rated as very much prepared which is the requirement that students pay attention during classroom discussion with a weighted mean of 4.28. Four (4) items were rated as moderately prepared: Ask students to listen carefully while others are talking or explaining something (WM = 4.01); Ensure that everybody is ready to listen before classes start (WM = 3.97); Motivate the students to listen attentively during the lesson (WM = 3.94); and Serve as a model in listening to the students while talking with them (WM = 3.88).

- Reading

  The school administrators and English teachers who were assessed on the teaching proficiency in reading were rated as moderately prepared with a computed total weighted mean of 3.99.

  All items were rated as moderately prepared, namely: Require all the students to speak in English and not in their dialects (WM = 4.11); Aware that students express themselves in language particularly in the production (WM = 4.07); Proficient in speaking English language (WM = 4.03); Use approach in four-pronged teaching reading (WM = 4.02); and Provide learning exercises in communication skills to learn reading effectively (WM = 3.73).

- Writing

  In the assessment teaching proficiency in writing the school administrators and English teachers were rated as moderately prepared with a computed total weighted mean 4.07.

All items were rated as moderately prepared, namely: Ask students to write focusing on gathered thoughts following the rules in writing (WM = 4.12); Ask the students to write paragraphs as composition within their interest or prior knowledge (WM = 4.09); Teach the students to edit or proofread before submitting their work (WM = 4.07); Brainstorming to allow students to get ideas together and then reorganise them (WM = 4.06); and Teach students to revise their work for improvement (WM = 4.00).

The school administrators and English teachers who were assessed the summary teaching proficiency were rated as moderately prepared with a computed total weighted mean of 4.04. Four (4) items were rated as moderately preparedwriting (WM = 4.07); speaking (WM = 4.06); listening (WM = 4.02); and reading (WM = 3.99).

ii. Teaching role

- Mainstreaming strategy

  The school administrators and English teachers were assessed on the teaching role in mainstreaming strategy. They were rated as very much prepared with a computed total weighted mean of 4.21.

  Three (3) items were rated as very much prepared. They are: Provide appropriate intervention activities for learners-at-risk in the class (WM = 4.27); Initiate other learning approaches for students whose needs have not been met by usual approaches (WM = 4.24); and Use technology resources for planning and designing teaching-learning activities (WM = 4.23). Two (2) items were rated moderately prepared, namely: Pace lessons appropriate to needs and difficulties of students (WM = 4.18); and Appreciate that students learn from different social experiences (WM = 4.10).

- Learning environment

  The school administrators and English teachers who were assessed on the teaching role in the learning environment were rated as very much prepared with a computed total weighted mean of4.22.

  Three (3) items were rated as very much prepared. They are: Prepare adequate and appropriate instructional materials

to support the learning objectives of the students (WM = 4.26); Arrange challenging activities in a given physical environment (WM = 4.24); and Maintain a safe and orderly classroom free from distraction. Two (2) items were rated as moderately prepared, namely: Recognise students' individual potentials and strengths (WM = 4.19); and Use community network to communicate the school event and achievement (WM = 4.18).

- Pedagogical education strategy

  On the teaching role in pedagogical education strategy, the assessed school administrators and English teachers were rated as moderately prepared with a computed total weighted mean of 4.16.

  Only one (1) item, link the present subject matter content with past and future lessons was rated as very much prepared (WM = 4.23). Four (4) items were rated as moderately prepared. They are: Communicate clear learning goals for the lessons that are appropriate for students (WM = 4.18); Use varied teaching-learning strategies that encourage development of appropriate moral, social and learning behaviour (WM = 4.14); Give sufficient time to explain the lessons for clear understanding of students, and Engage students in activities that develop higher order thinking skills (WM = 4.11).

- Inclusion modalities

  The school administrators and English teachers were assessed on the teaching role in inclusion of modalities. They were rated as moderately prepared with a computed total weighted mean of 4.11.

  Only one (1) item, obtain information on the learning experience style, multiple intelligence and needs of students was rated as very much prepared (WM = 4.22). Four (4) items were rated as moderately prepared. They are: Involve parents to participate in school activities that promote their children's learning progress (WM = 4.18); Handle behaviour problems quickly and with due respect to children's rights (WM = 4.13); Manifest willingness

and patience in conducting remediation activities (WM = 4.01); and Conduct regular meetings with students and parents to report students' progress (WM = 3.99).

- Teaching role

  On the teaching role, the school administrators and English teachers were rated as moderately prepared with a computed total weighted mean of 4.18.

  Two (2) items were rated as very much prepared, namely: Mainstreaming strategy (WM = 4.22); and Learning environment (WM = 4.21). Likewise, two (2) items were rated as moderately prepared. They are: Pedagogical education strategy (WM = 4.16); and Inclusion modalities (4.11).

Sub-Problem No. 3: Is there a significant relationship between qualifications profile and preparedness of elementary English teachers?

The significant relationship between qualifications profile and preparedness of elementary English teachers found that four (4) items obtained computed r-value of: 0.52, 0.48, 0.61, 0.63 which are near than to critical value of 1.00; it means the hypothesis is rejected.

Sub-problem No. 4: Based on the findings, what training programme may be proposed?

The English Teacher Training Programme is designed for English teachers at elementary education level who have a language background other than English.

It enables teachers to enhance their own English language skills and to receive insights into creative and innovative methodology appropriate for teaching English to learners at elementary level. The training programme also introduces participants to new resources and materials appropriate for the classroom context.

Programme benefits include:

- Intensive focus on English language use and usage in the context of elementary education as relevant.
- A unique opportunity to explore new approaches and methodologies for the teaching of English.
- An opportunity for participating teachers to build up their motivation and confidence in using English in the classroom.
- Cross-cultural awareness training and strategies as an integral part of English language teaching in an international context.
- An opportunity for participating teachers to observe the classroom environment and the application of English teaching methodologies through organised school visits.

Programme Content

- Participants receive 25 hours of instruction per week with a combined focus on English language enhancement and development of applied TEFL methodology skills. Programme content is designed to develop participants' communicative competence and proficiency skills in a TEFL context, with the focus on:
- Intensive development of English language fluency in the four macro skills of speaking, listening, reading and writing, with principal focus on speaking and listening.
- Development of awareness and familiarisation with communicative teaching methodologies.
- Development of and practice in strategies to promote classroom teaching and learning.
- Practical use of multimedia to develop skills for use in the language classroom and for teachers' professional development purposes.
- Micro-teaching and materials development.

CONCLUSION

Based on the findings of the study the following conclusions are hereby given:

- Elementary English teachers of Bacoor City District are academically qualified to teach.
- Generally, the preparedness of elementary English teachers was sufficient.
- The teachers' qualifications' profile was found significantly related to the preparedness of elementary English teachers.
- A training programme is deemed important to adapt.

RECOMMENDATIONS

- Continue to be strict in hiring competent and qualified teachers.
- Conduct and require teachers to attend in-service training to keep abreast with the latest trends in education.
- Be updated on new developments and innovations in education and be educationally qualified, dedicated and committed in the performance of tasks as responsible public servants.
- Review the guidelines in implementing policy, programmes and educational reforms to improve instruction of teachers.
- Revise the curriculum from the time to time based on the needs or demand of the community and the country as a whole.

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Perspective VIII: Cross-cultural Patterns of Thai and Korean Communication

Inecita R. Cuevas

INTRODUCTION

Language reinforces cultural patterns through semantics, syntax, phonology, morphology and grammar. Our social lives become meaningful and active through the use of language. When it is used in the context of communication, then it is "bound up with culture in multiple and complex ways" [1]. Language expresses cultural reality. Members of a group or a social community do not only express experiences but also create experiences through language. Language semiotic"; *the* relations between *language* and *culture* are complex, since the language expresses*, embodies and symbolizes cultural reality* [2].

PURPOSE OF THE STUDY

The study sought cross-cultural patterns in Korean and Thai communication practices. It looked at the impact of culture on direct and indirect communication as well as communication apprehensiveness and verbal aggressiveness.

Research Questions: The study on cross-cultural communication patterns sought to answer the following questions:

- What are the cross-communication patterns of Thai and Korean communication?
- What is the impact of culture on direct and indirect communication, communication apprehensiveness and verbal aggressiveness?

METHOD

Subjects

Forty-two (50) Korean and sixty-eight (15) Thai third year college undergraduates were purposively selected as subjects for this study. The Koreans represented Namhae College in South Korea and the Thais were

from three universities Chulalongkorn University, Khonhaen University and Bangkok University.

All were aged between 20 - 25 years old. All of them are currently pursuing their college degree in Korea and in Thailand. Their courses include Education, Business Administration, Hotel and Restaurant Management, Ship-Building, Culinary, Information Technology and Tourism.

Data Collection

The students were asked to fill out three self-report questionnaire instruments, namely Personal Report of Intercultural Communication Apprehension (PRICA), Non-verbal Immediacy Scale-Observer Report (NIS-O) and the Verbal Aggressiveness Scale (VAS). They were asked to self-report their use of communication using response options ranging from 1 (almost never true) to 5 (almost always true). The ICAS, NIS, and VAS items consisted of Likert-type questions. Participants were asked to self-report their use of communication using response options ranging from 1 (almost, never true) to 5 (almost always true). The respondents were asked to rate their level of agreement on intercultural sensitivity with the five-point Likert scale.

RESULTS AND DISCUSSION

This table shows the equivalent scores of the mean ratings and its corresponding agreement level.

Table 1 Five-Point Likert Scale

Rating	Mean	Agreement Level
5	4.51-5.00	Very high
4	3.51-4.50	High
3	2.51-3.50	Not sure
2	1.51-2.50	Low
1	1.00-1.50	Very low

Then, all completed questionnaires were gathered and analysed. The mean scores were used to analyse communication apprehension, non-verbal immediacy and verbal aggression. The researcher highlighted the top five responses of both the Korean and Thai students. The rest of the items had almost the same responses.

On Direct and Indirect Communication

Directness or indirectness can be culture-bound and may cause confusion and misunderstanding [3]. For some countries being indirect is a norm while for others, it could be a negative attribute.

Korean and Thai students have had almost the same level of using direct and indirect communication with only a slight margin of 0.17. In Knutson's study in 2004, "Thai Cultural Values: Smiles and Sawasdee as Implications for Intercultural Communication Effectiveness", he found out that Thais preferred an emphasis on social harmony in their daily activities. Thus they would rather avoid asking questions that might disturb the prevailing harmony in a speech community.

Thais are more into non-verbal communication. They have less need to be explicit and rely less on words to convey meaning. In their classroom setting, Thais place great emphasis on communication behaviour designed to establish, enhance, and preserve compatibility and congeniality among all people including foreign teachers [4].

On the other hand, the Korean values of social harmony, group identity and self-control are reflected in their behaviour in their ESL classes. Farver, Kim and Lee noted that "Korean-American children view teachers as authority figures who are to be respected and to be shown deference [5]. This attitude is fostered early in young Korean children, and they are taught to listen to their teachers' instructions without question".

On Communication Apprehension

The mean for the Thais was 3.25 whereas the mean for the Koreans was 3.35. The Koreans displayed a slightly higher level of communication confidence, a difference of 0.10. Communication apprehension is a generalised anxiety or fear about oral communication. Typically, it gives

rise to a consistent pattern of communication avoidance or withdrawal from situations where communication is likely to occur.

In general, Korean college students experience communication anxiety in the class; the experience can be embarrassing and even devastating. To help students become verbal and fluent in a foreign language, the teacher should be sensitive to students' communication anxiety. Koreans experience apprehension when they are talking with Americans, the English and Australians. In general, they avoid conflict because they embrace Confucianism's value of shame avoidance and conformity.

Thais would attempt to avoid confrontations and make the addressee feel that he or she is part of the community. Thai culture emphasises social harmony and the avoidance of conflict. So, their preference for pleasant and harmonious interaction produces less willingness to initiate conversation. In general, Thais are consistent in their pattern of communication avoidance or withdrawal from situations where communication is likely to occur.

On Verbal Aggressiveness

The data revealed that both Koreans and Thais are not verbally aggressive at all. The mean for the Thais was 4.24 whereas the mean for the Koreans was 4.37. The Koreans displayed a slightly higher level of communication confidence, a difference of 0.13. Highly verbal aggressive people are willing to engage in argument, delve on controversial issues, present arguments and express disagreement while the low argumentative dislike arguing, shy away from conflict, withdraw from arguments, and are reluctant to voice disagreement.

Both Koreans and Thais belong to the low argumentative group. Asian cultures seem to be more permissive of direct verbal aggression compared to Western cultures [6].

The Thais' penchant for pleasant and harmonious interaction produces less willingness to argue. In Thailand, "quiet" is considered a virtue. As early as pre-school, Thai parents discourage children's verbal communication. Thai teachers seldom encourage students to express their opinions in class since the Thai worldview is firmly anchored in the harmony and smoothness of interpersonal relations.

On the other hand, Koreans have a high degree of uncertainty avoidance. Korean culture employs an indirect communication style and is reluctant to criticize or contradict the other speaker. Koreans value limited verbal exchange and just like the Thais, higher significance is placed on silence.

CONCLUSION

Based on the results of the data, the following conclusions are deduced: Both Koreans and Thais belong to the low argumentative group. Koreans and Thais use less direct and more indirect communication. Koreans and Thais are equally communicatively apprehensive and less verbally immediate. Koreans are more likely to display verbal aggressiveness than the Thais. The study concludes that Thailand and Korea have high context cultures. They tend to be homogenous and collectivist. They carry within them highly developed and refined notions of how most interactions will unfold, of how they and the other person will behave in a particular situation. The overriding goal of the communication exchange is maintaining harmony and saving face.

SUMMARY

Culture impacts the communication patterns of both Koreans and Thais. Both Koreans and Thais observe their cultural norms when communicating with foreigners. They also consider a great deal of their cultural practices in terms of communication such as withdrawal from arguments, avoidance of conflict, emphasis on harmony and preference for pleasant and harmonious relationship.

Both Korean and Thai college students at some point experience communication anxiety in the class; the experience can be embarrassing and even devastating. To help students become verbal and fluent in a foreign language, the teacher should be sensitive to students' communication anxiety. In the light of ASEAN Integration, both Koreans and Thais manifest parallel cultural practices that most likely are present in other ASEAN countries. Therefore, this could render mutual cooperation and collaborative success.

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Perspective IX: Factors Influencing Foreign Students' Decision to Participate in an Educational Tourism Programme: A Case Study of Asia Summer Programme 2016

Vilasinee Bunyasrie and Karnchana Phakpho

INTRODUCTION

Asia Summer Programme (ASP) began through a shared sense of responsibility felt by leaders of the five founding universities: Bangkok University, Thailand; Dongseo University, Korea; Josai University, Japan; Petra Christian University, Indonesia; and Universiti Malaysia Perlis, Malaysia. It was agreed that given the increasing global importance of Asia, institutions of higher education should strive to create future leaders with a strong understanding of Asian perspectives. The programme is a three-week credit based programme offering innovative perspectives on Asia. Participating students will experience a highly international environment, allowing them to learn directly about the diverse cultures of Asia. Many of the participating universities send leading professors to offer courses on relevant issues in Asia. Each of the courses taken may be applied towards a student's graduation requirements at his or her home university based on an agreement for credit transfer between the participating universities. Since 2012, the Asia Summer Programme has been a great vehicle to bridge culture, creativity and collaboration and to encourage participating students and faculty members to explore each other's culture and to enhance the interconnectedness between countries and institutions (http://asp2016.bu.ac.th/).

During July 10 – 30, 2016, Bangkok University hosted Asia Summer Programme 2016 on both campuses of Bangkok University, Bangkok, Thailand. Participants consisted of 121 students, 58 instructors and 15 observers. Twenty-six courses were offered in the programme which could be applied towards students' graduation requirements at their home

universities. This paper investigates the factors influencing the decisions of 80 foreign students from 10 countries to participate in the programme, employing the 'Push and Pull Factors in Tourism' concept to determine the roles of travel factors and academic factors in motivating foreign students to choose the programme as their educational tourism destination. The study also investigates the different motivation factors on the decisions of foreign students from ASEAN and non-ASEAN countries.

LITERATURE REVIEW

Many researchers have attempted to investigate pull and push motivation factors in various fields such sociology, anthropology, psychology (Jang & Wu, 2006), tourism (Al-Haj & Mat Som, 2010; Prayag & Ryan, 2011: Klenosky, 2002; Nikjoo & Ketabi, 2015; Yiamjanya & Wongleedee, 2014) and education (Mazzarol & Soutar, 2002; Phang, 2013; Harisson *et al*., 2009; Yang, 2007). The two dimensions of push and pull factors generally reveal two separate decisions made at two separate points in time (Klenosky, 2002). The previous literature identified that the two dimensions of Push and Pull factors have been generally accepted among the travel motivations. Besides push factors, tourists are pushed by their own internal forces. Otherwise, the destination is external forces pulling tourists to travel (Uysal and Jurowski, 1994; Cha *et al.*, 1995). In present studies, Yousefi and Marzuki (2015) studied the travel motives of international visitors to Penang, Malaysia. These studies applied Push and Pull motivation theory as a conceptual framework and pointed out that the needs for novelty and knowledge seeking were among the other important motives that triggered the need to travel. Yiamjanya and Wongleedee (2014) noted that Korean visitors were attracted to Thailand by the wide range of low price tour packages with good service, and that the real exchange rate was a considerable factor (Seo *et al*., 2009).

In education, push factors have been described as what pushed students to study aboard. While the university or institution as a study destination pulled or attracted students from other countries to study (Mazzarol & Souter, 2002) UNWTO (2016) reveals that the new tourism trend has shifted to the youth travel market from leisure travel towards work and study

abroad, volunteer travel and language learning travel. Moreover, Maringe (2006) claimed that living costs and part-time job availability were the factors that influenced students' selection of their study destination. Pimpa (2003) discovered that academic programme choice is the most important factor for Thai students to study aboard. Another study by Yang (2007) indicated that the reputation of the university influenced Chinese students' selection of higher institutions in Australia. Phang (2013) explored the factors influencing international master students' decisions to select their study destinations. The result showed that communication, location and social factors were the three main group factors that influence foreign students' selection of study destination.

METHODOLOGY

The study was conducted among 80 foreign students from 10 countries who participated in Asia Summer Programme 2016. The design of questionnaire was based on the study on push and pull motivation factors on tourists' decision to visit the destinations as well as the study on push and pull motivation factors on students' decision to study abroad. The structured questionnaire was developed to compile data in terms of both travel and academic push and pull influenced factors on foreign students' decision to participate in Asia Summer Programme 2016.The final sample of 94 foreign students who participated in the programme generated 80 responses or 85.11% response rate. The respondents were asked to express their attitudes toward 36 statements using the Likert rating scale range from 5 = "Most influenced", 4 = "Highly influenced", 3 = "Moderately Influenced", 2 = "Fairly Influenced" and to 1 = "Least influenced". The t-test was used to compare mean values of the influential factors between students from ASEAN and Non-ASEAN countries.

FINDINGS AND DISCUSSIONS

According to the demographic profile survey, the age of the respondents ranged from 18 – 25 years and 56.25% of the respondents were female. The respondents were from the Philippines, Bangladesh, Republic of Korea, Japan, Vietnam, China, Taiwan, Indonesia, Lao PDR and Malaysia.

The investigation shows that, on average, travel push factors and academic pull factors have high influences on the respondents' decision to participate in Asia Summer Programme 2016 with the mean values of 4.11 and 4.05 respectively. The factor "Exploring other cultures" recorded the highest mean value of 4.43 among all travel push factors and the factor "Campus atmosphere" obtained the highest mean value of 4.27 among all academic pull factors.

To investigate the differences in influenced motivation factors between the respondents from ASEAN and Non-ASEAN countries, the mean values of travel and academic push and pull factors were recorded into 2 groups, ASEAN (the Philippines, Vietnam, Indonesia, Laos PDR and Malaysia) and Non-ASEAN countries (Bangladesh, Republic of Korea, China and Taiwan) and were compared using independent sample t-test. The results indicated that in the overall picture, the decisions of respondents from ASEAN countries were highly influenced by travel push, academic push and academic pull motivation factors where on average, academic pull factors recorded the highest mean value (4.66) followed by travel push factors (4.15) and academic push factors (4.12), respectively. On the other hand, the decision of the respondents from Non-ASEAN countries to join the programme were highly influenced by the travel push motivation factor only with an average mean value of 4.07. Taking travel push motivation factors into consideration, the results showed that while factors "Love of travelling", "Expectation of fun and excitement", "Experiencing international living environment" and "Exploring other cultures" had high influences on foreign students from both ASEAN and Non-ASEAN countries, students from ASEAN countries were mostly influenced by the factor "Opportunity to meet and make new friends from other countries" (4.64) with the mean value significantly different from Non-ASEAN students (3.59). For foreign students from Non-ASEAN countries, the factor "Trying different foods" (4.20) had high influence on their decision and also was significantly different in mean values from ASEAN students (3.83).

On average, academic push factors played a highly influencing role on foreign students from ASEAN countries to participate in the programme with an average mean value of 4.12. However, these factors did not have a

significant role on the decision made by the respondents from Non-ASEAN countries (3.52). For academic push attributes, the respondents from ASEAN countries expressed their clear interest of attending the programme to achieve "Self-development" (4.61),"Gaining new knowledge in the field of interest" (4.58), "Educational experiences outside home country" (4.47) and "Better career opportunity in the future" (4.39) with their mean values also significantly different from Non-ASEAN students with mean values of 3.32, 3.39, 3.73 and 3.36, respectively.

On average, the academic pull motivation factors did not have high influences on the respondents from Non-ASEAN countries (3.87). However, the findings showed completely different results for the respondents from ASEAN countries where most of the academic pull factors have high influence on their decisions. With an average value of 4.27, nine out of 11 factors recorded mean values above 4. The factor "Asia Summer Programme's Reputation" recorded the highest mean value of 4.69. For academic pull attributes, the respondents from ASEAN countries were significantly attracted by factors "Asia Summer Programme's reputation" (4.69), "Campus facilities" (4.56), "Interesting courses offered in this programme" (4.56), "Bangkok University's academic reputation" (4.47) and "Advertisement and promoting materials/channels" (4.25) with their mean values also significantly different from Non-ASEAN students with mean values of 3.64, 3.89, 3.48, 3.91 and 3.86, respectively.

CONCLUSIONS

This explanatory study finds that travel push and academic pull motivation factors played an important role in foreign students' decision to participate in Asia Summer Programme 2016. The results imply that, while tourism related opportunities have high influences on students' decision, regardless of their country of origin, the programme's and institution's reputation, courses and workshops offered have also influenced on some of the decisions to join the programme.

A comparison between students from ASEAN and Non-ASEAN countries finds that apart from travel push factors, academic motivation factors (both push and pull) are important driving forces on students from

ASEAN countries in making decisions. The results reflected the strong determination of the respondents from ASEAN countries to acquire education, knowledge and experiences outside their home countries, not because they were forced to do so due to the unavailability of courses at home institutions. Due to the possibility of getting employed in ASEAN countries as a result of AEC, they saw the programme as the opportunity for future career. Moreover, the findings provided a clear explanation about the differences of motivation between respondents from ASEAN and Non-ASEAN countries. For students from Non-ASEAN countries, the factors that had driven them to take part in the Asia Summer Programme were to travel for the sake of exploration and trying different foods whereas students from ASEAN countries were heavily driven not only by the desire to travel but also the Asia Summer Programme's academic reputation and what the programme had to offer in terms of courses, workshops and facilities.

As a result of AEC (ASEAN Economic Community), people in ASEAN countries have become more aware of an increasing opportunity of working and living together in AEC. There have realised the importance of acquiring knowledge and skills necessary to prepare themselves for the AEC working environment. Asia Summer Programme has been successfully serving the purpose. Not only has the programme offered academic courses which provide knowledge from different programmes in participating universities but also multi-cultural workshops, activities and field trips that enable participants to learn more about the different cultures and connect with people from the different countries.

RECOMMENDATIONS

According to the study, Asia Summer Programme has been successful as a great vehicle to bridge culture, creativity and collaboration and to encourage participating students and faculty members to explore each other's culture and to enhance the interconnectedness between countries and institutions at ASEAN level. It also has assisted ASEAN students both academically and socially. However, as stated by the programme's name itself, the mentioned purposes should be achieved at Asian level as

well. As suggested by the results, students from non-ASEAN universities participated in the programme because of tourism related opportunities but were not significantly attracted by academic factors either from the programme or desire to gain knowledge or self development. In order to make the programme more attractive to non-ASEAN students, a prior survey of courses that attract non-ASEAN students should be conducted and also as input for designing the programme. Furthermore, since each founding university has to take turns hosting the programme, the host university might consider adopting a theme which reflects the unique characteristic of the host university and incorporate it into the courses as well as activities offered to make the programme more interesting and unique each year.

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Perspective X: The Influence of Religiosity and Spirituality on Counselors' Self-efficacy in Dealing with Ethical Issues

Neerushah Subarimaniam and
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INTRODUCTION

Counsellors hold certain principles, concepts, theories, or personal qualities as the backbone of their counselling practices. One of the principles is the adherence to ethics as stated in Act 580 (Malaysian Counsellor Act, 1998). According to Rafidah Aga Mohd Jaladin and Lau Poh Li (2013), ethics is defined as a traditional philosophy branch which involves evaluation of human behaviour and it is crucial to categorise that behaviour either as 'right' or 'wrong'. They also mentioned that this decision making process needs moral reasoning abilities and specific ethical guidelines. According to Zakaria (2013), ethics are the ideal standards set and enforced by professionals who regulate the counselling profession. Furthermore, Mullen, Lambie, and Collen (2014) shared the idea of developing legal and ethical issues in counselling self-efficacy scale.

They mentioned that ethics involve decision-making process; and in the context of counselling setting, ethic is an interactional process which needs counsellors' confidence and knowledge in making right decisions. The study by Mullen *et al.* (2014) also highlighted the importance of integrating ethical knowledge into clinical work. The process of preparing insightful or astute counsellors is worthy of attention in the counselling practice, especially in facing ethical and legal dilemmas.

The Board of Counsellors (Malaysia) and PERKAMA International were developed to observe the counselling practice involving trainee counsellors, counsellors, and community. Besides these two local associations, there are two other international organisations that help to observe ethical issues in the counselling field. American Counselling

Association (ACA) and American Psychological Association (APA) have their respective involvement too especially in providing ethical guidelines.

The APA has introduced the Respect, Responsibility, Integrity, Competency, and Concern (RRICC) model: A model of ethics that highlights top the five ethical values which are associated with ethic codes. Values that are related to ethics help counsellors to navigate the challenges of being a professional helper. Besides RRICC, Garfield, Isacco, and Sahker (2013) mentioned that values like religiosity and spirituality are effective coping behaviours that can be used in facing any dilemmas. This would be the main focus of the current study. Values such as religiosity and spirituality may help counsellors to enhance their self-efficacy in dealing with legal and ethical issues in counselling.

PROBLEM STATEMENT

Limited research on counsellors' self-efficacy in dealing with ethical and legal issues warrants further research. Mullen *et al*. (2014) conducted a pioneer study and mentioned that there is no assessment used to identify counsellors' or trainee counsellors' confidence in dealing with legal and ethical issues. Besides that, there is lack of studies done on the influence of values on counsellors' self-efficacy in dealing with legal and ethical issues. Mullen *et al.* (2014) described ethical and legal issues as complex and covering a large number of topics. Furthermore, there is a lack of proper and clear solution to the ethical dilemma (Hill, 2004; Zakaria, 2013; Zakaria & Warren, 2015). Thus, the researchers would like to reveal the ideas of incorporating religiosity and spirituality into the counsellor education syllabus.

RESEARCH OBJECTIVES

The aims are as follows:

a. To measure the level of perceived religiosity and spirituality among counsellors.

b. To find significant relationships between perceived religiosity and self-efficacy and perceived spirituality and self- efficacy in dealing with legal and ethical issues in counselling.

c. To determine the variables that influence counsellors' self-efficacy in dealing with legal and ethical issues.

RESEARCH QUESTIONS

The questions raised in this research are:

a. What is the level of perceived religiosity and perceived spirituality among counsellors?

b. Are there any significant relationships between perceived religiosity and self- efficacy and perceived spirituality and self-efficacy?

c. Which variables influence counsellors' self-efficacy in dealing with legal and ethical issues in counselling?

Hypotheses The research questions will be tested by the following hypotheses:

H 1: There is no significant relationship between perceived religiosity and self-efficacy and perceived spirituality and self-efficacy.

H 2: There is no significant predictor of values on counsellor's self-efficacy in dealing with legal and ethical issues.

SIGNIFICANCE OF THE STUDY

This study will provide the idea of incorporating values into real self of counsellors. Besides that, it will assist counsellors to become aware of the need to be efficacious. Counsellors must understand that a higher level of self-efficacy can prepare them to become better decision makers, provide them more confidence to deal with ethical dilemmas, and finally make them feel competent to tackle any issues presented by their clients.

LITERATURE REVIEW

It is very important to make reviews to get ideas, knowledge, current trends, or patterns and resolutions that occur in the specific areas we are researching.

Perceived Religiosity and Self-efficacy in Dealing with Legal and Ethical Issues in Counselling

Religion is conceptualised as community and cultural beliefs that involves practices, rituals and validation from a group of people (Ault, 2010). Religion is necessary to be included in the counsellor education training programme to develop the level of self-efficacy among counsellors. Ault (2010) mentioned that one's participation in religious activities can affect aspects of life such as personal development, emotional well-being, and self-determination. Thus, a religious counsellor is capable and efficacious in providing a therapeutic counselling session.

Perceived Spirituality and Self-efficacy in Dealing with Legal and Ethical Issues in Counselling

According to Curry, Arbuthnot, and Witherspoon-Arnold (2015), counsellors with certain values such as spirituality and adopt it in the counselling process are more likely to be efficacious in dealing with difficult tasks. Besides that, they mentioned that self-efficacy is developed through experience, accomplishment of performance, and social persuasion. Sawyer, Peters, and Willis (2013) stated that one's action, environment, beliefs, cognitive competency, and behaviour can influence his or her performance; as they concluded that a greater level of self-efficacy can result in a greater performance of a person. In addition, spirituality can also be used as the foundation in one's ethical conduct (McGhee & Grant, 2008).

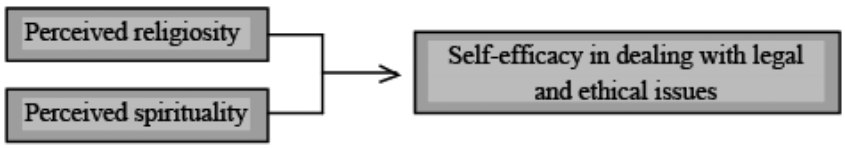
Theoretical framework

There are two theories that would aid the construction of this study. One of the theories is Social Cognitive Theory. Bandura defined self-efficacy as a person's ability to accomplish a new or challenging task (Curry *et al*., 2015). Bandura also revealed that people who have high self-efficacy would not see dilemmas as problems but see them as challenging activities, and always practise to overcome dilemmas (Sawyer *et al*., 2013).

Secondly, Attribution theory would also be applied in this study as it is related to self-efficacy. Attribution theory speaks about the explanation

given by individuals about their success and one's attribution of an outcome would affect his or her self-efficacy (Pei-Hsuan Peggy Hsieh & Schallert, 2008).

Conceptual framework: The framework that is used for the study is as below:



METHODOLOGY

A correlational design was used to achieve the objectives of the study. The size of the population was 132, consisting of trainee counsellors who were pursuing Master's degree. The survey questionnaire was divided into 4 sections with a total of 77 items. The sections in the questionnaire were as the following: a) Demographic background; b) The Religious Commitment Inventory (RCI-10); c) Spirituality Index of Well-Being (SWBI); and d) Ethical and Legal Issues in Counselling Self-Efficacy Scale (ELICSES). The data obtained from the questionnaires was analysed using descriptive analysis, correlation analysis, and multiple regression.

CONCLUSION

The researchers believe that religiosity and spirituality would influence counsellor's self-efficacy in dealing with legal and ethical issues. Professionals have been studying these values based on empirical views. Thus, the attempt of this study would contribute to the understanding of values integration into counselling practices which leads to the enhancement of counsellor's performance. Counsellors should be understanding, skilful, trustworthy, and have most of the other positive values in order to build a therapeutic session with clients. Finally, this research provides a platform for all the counsellors and trainee counsellors to understand that religiosity and spirituality are mechanisms that shape a person to become a competent counsellor.

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Perspective XI: Collaborative Activities in Scientific Research to Ensure the Success of International Collaboration at Higher Education Level in the University of Science and Technology of Hanoi

Le Tran Binh and Patrick Boiron

INTRODUCTION

The University of Science and Technology of Hanoi, established in 2010 based on the Intergovernmental Agreement [1] between Vietnam and France is targeted to become an international research university in Vietnam. The collaborative activities of the French scientists were focussed in the first three years on educational aspects including the development of training programmes for all three levels (Bachelor, Master and PhD) adopting the Bologna process (LMD) [2]. Teaching activities will be gradually tasked to the Vietnamese PhDs who return from France after their PhD graduation. Scientific research is the focal point of the long-term collaboration. This country report provides information on how research collaboration is being organised and implemented in USTH.

RESEARCH INTEGRATION IN TRAINING PROGRAMMES

The graduation programmes are designed with 3 months and 6 months of internship in M1 and M2, respectively. Students are requested to participate in the research projects and prepare the internship report. To ensure that the internship is strictly supervised, the scientists of the partner institutions and universities are requested to annually inform their availability to supervise students involving in the on-going projects.

For PhD students, the Doctoral School makes in advance a call for the submission of thematic topics including bench fee supported by USTH. The PhD students are allowed to select a suitable research topic and under the supervision of an expected supervisor, develop it to be a research proposal and apply for PhD programme.

This mechanism ensures that all students of Master and PhD levels will be able to deeply involve in research projects. USTH's students of all education levels have to actively join the scientific research activities, and defend for their dissertation after completing the internship and laboratory works.

INTERNATIONAL JOINT LABORATORIES ARE THE KEY ELEMENTS FOR COLLABORATION IN SCIENTIFIC RESEARCH

Since its establishment in 2010, USTH has planned to set up 6 international joint laboratories (LMI), one for each training domain organised as an academic department. LMIs has a various number of partners including USTH's departments, VAST and VAAS institutions, French and Vietnamese universities and research institution as shown in the following examples:

1. HILO - Hanoi International Laboratory of Oceanography, including Dept WEO (USTH); ULCO (LOG CNRS-8187); LEGOS (Toulouse CNES/IRD/CNRS-5566); MIO (Toulon Aix-Marseille IRD/CNRS-7294); SHOM, STI (VAST), VNU-HUS; Water Resource University
2. ICT Lab with the participation of the Université La Rochelle (L3I); IRD (UMMISCO); Université Montpellier 2; UBO (Brest); Xlim CNRS 6172 (LimogesPoitiers); IOIT (VAST); VNSC (VAST) and University of Can Tho.
3. CLEAN-ED including Department of Energy (USTH), CIRED EHESS/CNRS - UMR 8568, CIRAD, HUST. Director is DR. Duong Ha Minh, CNRS.
4. LMI Rice - "Plant Biotechnology and Rice Genomics" created and installed in AGI (VAAS) since January 2011, together with IRD, USTH. Successful mid-term evaluation in 2015 and entering to the second phase now.
5. NANO LabNes created by collaboration between Department Advanced Materials and Nanotechnology, Universities Diderot, University Paris Sud.

6. SPACE laboratory together with UPD Observatoire de Paris and LISA-UPEC
7. 7. LMI DRISA including participation of the Department of PMSB USSTH, NIHE Hanoi, IRD

RESEARCH ACTIVITIES AS KEY ISSUES IN INTERNATIONAL COLLABORATION

After the recruitment of new PhDs who completed their trainings from France, the call for application of research projects by USTH's Consortium has been initiated. Six research projects have been approved during 2012-2015. The number of ongoing projects reached in 2016 is 18 projects of which 15 are USTH's projects (Fig. 1), 2 are Nafosted projects and 1 is international collaboration project [3]. It is requested that all USTH research projects have to undergo an international review process and after being approved, most of the projects will be supported by three main resources which are: Equipment from the ADB loan; mobility by the Ministry of Foreign Affairs of France and consumables by USTH. International peer-reviewed publication will be the decisive evaluation criteria for the success of project implementation.

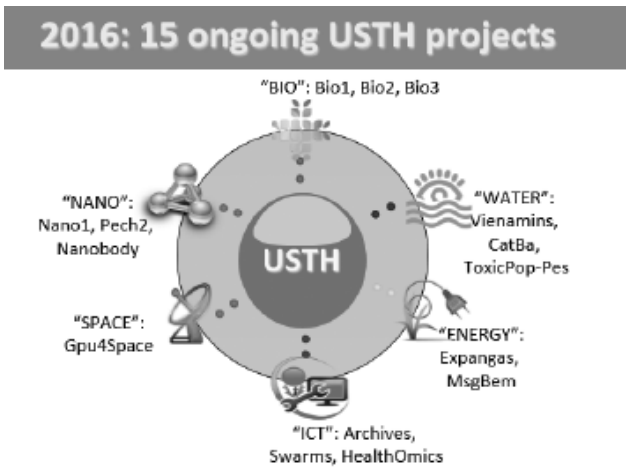

Figure 1 15 ongoing research projects funded by USTH

CONCLUSIONS

The integration of research activities in educational programmes, establishment of international joint laboratories, approval and substantial supports of joint research projects are the key elements to make international collaboration in higher education successful and sustainable.

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[2] Bologna Process. http://www.ond.vlaanderen.be/hogeronderwijs/bologna/about/

[3] USTH report to the 3rd University Council Meeting, Hanoi, September 5th, 2016

Perspective XII: Student Admission System in State Universities in Indonesia

Mery Napitupulu and Ilham Makhmud

INTRODUCTION

Regulation of the Minister of Research, Technology and Higher Education Number 45/2015 concerning Admissions Undergraduate Programme at the State Universities, the pattern of new admissions degree courses conducted by The National Selection of State Universities (SNMPTN), Joint Selection of State University (SBMPTN), and the Independent Selection of State Universities (SMMPTN).

New admissions undergraduate programme at the State must meet the principles of fair, accountable, transparent and non-discriminatory with no discrimination based on sex, religion, ethnicity, race, social status, and level of economic ability of prospective students as well as taking into account the potential of prospective students and specificity college. Colleges as providers of education after secondary education students who receive high academic achievement and are expected to successfully complete the study in college based on academic achievement. Students who consistently demonstrate high achievement and accomplishments deserve a chance to become students through SNMPTN. Within the framework of the integration of secondary education to higher education, schools were given a role in the selection process. SNMPTN with the assumption that the school as an educational unit and teachers as educators always uphold the honor and honesty as part of the principles of character education. Thus, the school is obliged to fill in the School and Student Data Base (PDSS) completely and correctly, and to encourage and support students in the registration process [1].

While SBMPTN is the selection made by the State together under the coordination of the Central Committee with the selection based on the results of the written examination in the form of print (*Paper Based Testing*) or using a computer (*Computer Based Testing*), or a combination of the results of the written exam and skills test prospective students. Selection

together in new admissions in the State through the national written exam that had been done showing the various benefits and advantages, both for the participants, State Universities, and for the national interest. For participants, the selection together will be advantageous because it is more efficient, cheaper, and flexible. This is due to the mechanism of cross-region [2].

Selection SBMPTN includes a written examination or a combination of the results of the written exam and skills test, which is carried out by: Written examination consisting of *Paper Based Testing* (PBT) and *Computer Based Testing* (CBT), which can be followed by a graduate student from the previous two years of senior high school (SMA/MA/SMK). Written exam consisting of PBT and CBT use exam questions are designed to follow the rules of the academic development of the test. Written exam SBMPTN designed to measure basic ability to predict the success of prospective students in all courses, namely the ability of reasoning high level (higher order thinking), which includes academic potential, mastery of basic studies, science and technology and/or social and humanities. In addition to the exam (PBT or CBT), participants who choose courses of Arts and/or Sport required to take the skill examination [2].

After the implementation of SBMPTN, every State University in Indonesia conduct new admissions at the university level called the Independent Selection (SM-MPTN) or college entrance to meet the university number of admissions that have been defined.

ADMISSION PROCEDURE

National Selection of State Universities (SNMPTN)

Procedures to follow SNMPTN done through three stages: First, charging Student-School Data Center (PDSS) by the school and verification by the students. Principal of the school and students to fill the data in PDSS have to go through website http: //pdss.snmptn.ac.id, then get a password that will be used by students to do the verification. Students undertake a data verification track record of academic achievement (grades) that is loaded by the Principal or assigned by the Principal by using registration

number of national school (NISN) and password. If students do not carry out the verification of data, the track record of academic achievement (grades) that is loaded by the Principal or assigned by the Principal, the entered data is true and can not be changed after the time of verification is over. Second stage is the rating. National Committee through the system makes the rating of students based on the subjects which became the test of the National Examination (UN) in the semester three, four and five. For students who are eligible that have superior academic achievement based on the ranking that is done by the National Committee in accordance with school accreditations are allowed to register SNMPTN; school accreditation A, 75% of the best in the school; accreditation B, 50% of the best in the school; accreditation C, 20% of the best in the school; The other accreditation, 10% of the best in the school. Third stage is the registration. Applicants who meet the criteria of the rating, using NISN and password to log into the page SNMPTN http: //www.snmptn.ac.id for registration. Registrants fill CV, University choice, and choice of study programme, as well as upload the latest official photographs and documents additional achievements (if any). Registrants in the art and sport courses are required to upload a portfolio and document evidence of skills that have been passed by the Principal [1].

Joint Selection of State University (SBMPTN)

This selection made by the State University together under the coordination of the Central Committee with the selection based on the results of the written examination in the form of print (PBT) or using a computer (CBT), or a combination of the results of the written exam and skills test prospective students. It has some requirement such as student who graduated senior high school in the year before SBMPTN chttp://pendaftaran.sbmptn.ac.id. ommencement year should already have a diploma, while for a graduate student in current year has had a Certificate of Secondary Education Pass, at least the identity information and a recent photograph and a valid stamp. All students must have an adequate health so it does not interfere with the smooth process of learning in this course. Registration is done online and complete registration procedure can be found on the page Participants can

choose courses at most 3 (three) courses. Examinees who only choose 1 (one) courses can choose any course of study at state universities. However, examinees that choose two (2) or more courses, one elective course must be in the State which is in a registration area where participants take exams.

Independent Selection (SMMPTN)

Since SMMPTN is managed by each State university, thus the selection process varies between one university with another different Universities. Some state universities conduct the test/examination, but some are done through SBMPTN mark: An Independent Selection mechanism to see the score of students on SBMPTN. The University did not conduct the test, but to see the results SBMPTN prospective students to then be ranked. Applicants must participate in SBMPTN earlier. Colleges who use these mechanisms are ITS [3], and UNS [4]. Most of state university apply mechanisms within the Selection Exam Self independently.

RESULT OF THE ADMISSION PROCESS

In 2016, SNMPTN followed by 78 state universities, increased from previously attended by 65 state universities. SNMPTN quota to 40 percent because the committee implementing integrity index variable. The selection is based on the search results and also the academic portfolio. SNMPTN 2016 through strict mechanisms in order to get prospective students featured. Table 1 shows the number of examinee in the three categories of subject interest. The total number of examinees is 721.326 for both SMPTN and SBMPTN. While high school alumni in 2016 are 2.069.709 students. Some of them are not register for examination. From the data in Table 1 it can be concluded that students are more interested in Social and Humanities study programme, or the number of study programme in Social and Humanities is higher than Science Technology.

Tabel 1 Examinee Based on Group Interest

HS Alumni	Group Exam	Self-Funding	Bidikmisi	Total
2.069.709	Science Technology	236.300 (84.03%)	44.921 (15.97%)	281.221
	Social and Humanities	243.202 (82.19%)	52.709 917.81%)	295.911
	Mixture	117.426 (81.44%)	26.768 (18.56%)	144.194
TOTAL		596.928 (82.75%)	124.398 (17.25%)	721.326

For students who apply for government scholarships (Bidikmisi) they tend to be more interested in social and humanities as shown in Table 1. In the field of social humanities, the skill test has to be done in various subjects such as sport, dance, drama, music, and performing art. Table 2 shows that the test of competence in the field of sports was mostly dominated by students while the lowest is a dance.

Table 2 Participant Skill Testing

Skill Examination	Total
Sport	27.803 (63.67%)
Art	9.750 (22.33%)
Performing Art	2.806 (6.43%)
Dance	990 (2.27%)
Music	2.318 (5.31%)
Total	43.667 (100.00%)

Table 3 shows the increase in the number of applicants in 2016 which is 4:06%. This can be caused by the number of high school graduates in 2016 higher than in 2015 which is 1,546,278 students.

The student's interest did not change. Social and humanities stay on top. This may be caused by the number of subject in the Social and humanities group is wider than science and technology. Preference for a mix of fields were reduced by 4.06% in 2016. Participants of the exam

were more focused on the single field: science and technology or social and humanities courses. This might be caused by the desire of students to focus on certain subject they feel better. It means that the tendency to speculate on the choice of courses ranging reduced.

Table 3 Comparison Registrant in 2015 and 2016

Group Exam	2015	2016	Growth
Science and Technology	260.797	281.221	20.424 (7.83%)
Social and humanities	277.676	295.911	18.235 (6.57%)
Mixture	154.712	144.194	-10.518 (-6.80%)
Total	693.185	721.326	28.141 (4.06%)

DISCUSSION

The selection for admission to state university has been done in three categories: SNMPTN, SBMPTN, and SM-MPTN. The purpose of these three ways is to make sure that the candidates are the person who can fulfill their studies. Each categories of the selection has its own strength and weaknesses, for example the SNMPTN only based on the students achievement while they are in high school. This is also depending on the accreditation of the school. The better the accreditation of the school the bigger the number of the students can register through SNMPTN. For schools, a growing number of pupils enrolled at the State University will increase the sense of community interest to enroll their children at the school. Moreover, the invitation is for the top students, the school will make the higher prestige. It's not easy to know which school is honest in providing marking to their students. It is also difficult to determine the schools that actually have good credibility. Schools with high grade feel disadvantaged because other schools are easily recognised as the best school because their student entered through SNMPTN in high number. Some people more likely to follow the SBMPTN because it is based on the candidate performance after graduate from high school. The three categories of exam in Indonesia were slightly different with the categories in Turkey's Higher Education which use six categories for admission

system, without mixture categories; Science and Engineering, Economic and Social Science, and Humanities [5]. SNMPTN and SBMPTN provide flexibility for students to choose any State University anywhere in Indonesia without having to leave their own area or home town to do examination. In addition, this system also provides an opportunity to State University to accept students from various regions in Indonesia so that the cultural diversity as one of the wealth of Indonesia can be maintained. SMMPTN selection which is conducted by each State University after SNMPTN and SBMPTN, is the last access and opportunity to high school graduates who failed on SNMPTN or SBMPTN. However, it has to be taken into account the possibility that prospective students have insufficient competence.

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Chapter 3

Academia & Industry Linkages

In technology, it's about the people. Getting the best people, retraining them, nurturing a creative environment, and helping to find a way to innovate

Marrisa Mayer, President and CEO, Yahoo Inc.

OVERVIEW

With economic constraints in many nations and the removal of prioritization of funding for academic institutions in most countries, the reality for strong linkages with industry is more and more apparent in this century.

Industry more and more requires linkage with academia. The reliance on innovation, research and development is significant for the production of new products. In the case of technology used by industry, the large industries have the capital to invest in the latest technology. However they are still reliant on skills to use the technology and for maintaining it. Academia is thus the most viable, and in many cases the most cost effective partner. Minor technological innovations can be done quickly and efficiently by academia, thus providing industry with high quality services at relatively low cost.

The case for cooperation is even more apparent when such partnership are developed with small scale industries. Such Small Medium Enterprises (SMEs) need assistance in the areas of design, process development and improvement, hard skill-set enhancement and soft-skills for operational management. In many cases SMEs require basic support services that academia can provide easily such as product testing and production process enhancement through improved quality control. New innovations in technologies, designs and processes can also increase production quantity. However this only works when "such interactions, industry's

expected time frames have been immediate and investment is directed towards efforts that promise result oriented solutions (Stevens, 2009).[1]

This requires academia to change modes of operation from the current static state to one of being proactive in capturing the confidence of industry. Academia should increase interaction with industry by being attentive to industrial publications in magazines, papers, conferences and forums. Academia needs to build the confidence of industrial leaders. This can also be done through networking with the alumni of universities, as many alumni members are captains of industry, keen to interact with academia, but do not have or immediately know of the entry point or procedure to build such links. In many countries such as Germany, Japan, South Korea, Sweden, United States of America and the People's Republic of China, to name a few, this is currently the common practice. With such cooperation comes reinvestment by industry in academia. For instance, Germany's LMU Munich received more industry funding per academic than any other institution in the world. In 2013, the Times Higher Education's new Funding for Innovation ranking indicated "the world's best 20 institutions based on their ability to secure research money from the private sector. It secured almost $400,000 (£288,500) per academic from businesses in 2013."[2]

[1] https://www.reengineering.org/stevens/Harry-Sneed-CSMR2009-Stevens-Lecture-A4.pdf

[2] https://www.timeshighereducation.com/world-university-rankings/funding-for-innovation-ranking-2016

Perspective I: Malaysian University Graduate Employability Enabler Model: The Cyberjaya Graduate Employability Enabler (CGEE)

Aini Ideris and Renuganth Varatharajoo

INTRODUCTION

Malaysia is rapidly developing in-line with its vision to achieve developed nation status by the year 2020. One of the key factors that will contribute to this success is the availability of a knowledge-based society that will attract the interest of foreign investors to the country.

The Cyberjaya project is designed to attract world-class multimedia and ICT companies to Malaysia to create an eco-system conducive to the promotion of creativity and innovation. For this vision to happen, a globally competitive and sustainable workforce with highly skilled and creative human capital is imminent for continuous operational success of these companies and eventually for economic growth and development. However, the quality, competency and employability of university graduates in meeting the industry's demands remain a pressing issue (PIKOM's, 2014).

ICT Job Market Outlook (PIKOM, 2014) in Malaysia reported that only 10% of new graduates to the workforce was directly employable, while the remainder needed further training before being able to fully undertake the work. The lack of local talents to meet the demands of large multinational corporations continues to create a strain in Cyberjaya. There is clearly a mismatch between the quality of the talents supplied by the local public and private universities and the demands for knowledge workers to be compatible for the ICT industry, especially in Cyberjaya.

There have been numerous studies and surveys documented on the employability issues of fresh graduates in Malaysia. The findings showed that there is a serious need for improvement in English communication skills, for example. The graduates also show a lack of key soft skill, such as decision-making, analytical thinking, problem solving as well as critical

thinking skills (Singh & Singh, 2008, Zaharim, 2009, Shafie & Nayan, 2010). In addition, the lack of knowledge in the education sector about the industry's specific needs and competencies which are required by the high impact companies in Malaysia is realised as the root cause of this mismatch (Kamsah, 2004, Mohammad et al., 2004). To increase graduates' acquisition of employability skills, it is recommended that policymakers establish programs linking schools and employers to equip the graduates with the full range of basic, higher order and affective employability skills (Singh & Singh, 2008).

This paper aims to highlight one of the most effective programs funded by the Malaysian Ministry of Higher Education (MOHE) to increase the graduate employability in high impact companies. The Cyberjaya Graduate Employability Enabler Program (CGEE) is a project aimed at closing the gap between the skills that graduates from the local Institutions of Higher Learning (IHL) possess and those that Multinational Corporations (MNCs) require. The present article introduces the pilot and the succeeding program, its features and the resulting positive outcome in graduate employability.

THE CYBERJAYA GRADUATE EMPLOYABILITY ENABLER (CGEE)

The Cyberjaya Graduate Employability Enabler (CGEE), spearheaded by Setia Haruman Sdn. Bhd. and Universiti Putra Malaysia (UPM), is a remedial talent development program aimed at improving the mismatch between graduates from local institutions of higher learning (IHL) and the requirements of Multinational Corporations (MNCs) through an immersion up-skilling course of 10-12 weeks. The program puts the fresh graduates through a series of soft skills and management courses as well as training in Business English Proficiency - skills that fresh graduates lack, but are much sought after by companies as the criteria for employment.

The pilot program commenced with the participation of 333 graduates from 5 universities in collaboration with 4 industry partners in 2013. From the initial interviews, only 7 out of the 333 graduates were offered direct employment by the participating companies. From the remaining graduates, 74 of them that were unsuccessful in securing employment were then

selected to undergo 12 weeks of training in Cyberjaya. After successfully undergoing the 12 weeks of training under the CGEE program, a total of 70 out of 74 graduates were rewardingly employed within 3 months after the completion of their training.

The success of the pilot program carried out in 2013 persuaded the Ministry of Education to sponsor the second phase of the CGEE program. The analysis of feedback and research findings obtained from the GCEE pilot study provided the underpinning for the design of CGEE's structure. The intensive up-skilling program was planned for 9 weeks of in-class training and a final field training week from August to October 2014 aimed to empower, train and prepare local graduates with the right skill sets to make them employable with high impact companies.

PROGRAM STRUCTURE

The program attracted as five industry partners to participate. A total number of 692 graduates from six Institutes of Higher Learning (IHL) indicated their interest in the programme and were offered to sit for an online English examination. However, only 435 graduates participated, 294 of whom obtained a minimum band of B2 in the English language proficiency test adopted from Common European Framework of Reference for Languages (CEFR) and were invited to attend the selection sessions. From 176 graduates who attended the interview sessions, 30 graduates were offered direct employment by the Industry Partners while 76 were offered a place in the CGEE program. A second phase of selection introduced more students, and in total, 197 graduates entered the program. 12 Sime Darby Foundation trainees came from various field of studies such as Estate Management, Engineering, Office Systems Management and others. From the total of 139 trainees, 133 were from Peninsular Malaysia while 6 were from East Malaysia. Table 1 shows the distribution.

Table 1 Particulars of attendees

Funding Source	Institution		No of Participants	
			Technical Fields	**Finance, Business and Management**
MOHE	Universiti Utara Malaysia	10	31	96
	Universiti Malaya	14		
	Universiti Teknologi MARA	79		
	Universiti Malaysia Perlis	3		
	Universiti Putra Malaysia	20		
	Universiti Sains Malaysia	1		
	Total	**127**		
Sime Darby Foundation	-	**12**	-	12

The program was primarily designed to address the severe lack of professional English communication skills and essential key soft skills such as decision-making, analytical thinking, problem-solving and critical thinking skills in fresh graduates. Consequently, a three-element approach was adopted with English language proficiency, soft skills and management training; and technical and on-job training as the main modules. The participating companies alongside ICEM Learning and Development and Kirkby International College provided the necessary training according to the program objectives focussing on the soft-skills and English language, respectively. The participants were enrolled in six classes organised by the participating companies. The trainees for the program were pre-selected by the Industry Partners through a process of screening and interviewing sessions. Then, they were divided equally between the classes for the required training.

The following sections highlight the details of the training modules, the evaluation process used for assessing the participants' performances and the assessment results.

English Proficiency Training and Assessment

This training adopted the Common European Framework of Reference for Languages (CEFR) as the guideline to measure the achievements and validate the trainees' language ability. The participants in the program were tested before the commencement of the course and were given two hours a day of customised English training for a period of nine weeks. The training was conducted by Kirkby International College, where the students started at the preparatory level and progressed to the intermediate and advanced levels in accordance to their performance. The methodological framework of the module foremost leaned on learner-centred training, positive learning environment, fun and hard work and engagement into the language. The module also incorporated online support and activity/project-based learning with a focus on Business English. In addition, the training sessions used customised materials to address the key skills in language fluency and competency development. The assessments were given periodically to check the participants' progress. A final examination was conducted at the end to evaluate the effectiveness of the English training provided. The Internexia Online Test of English developed by Kirkby College's associate company Internexia Sdn. Bhd. was used as primary and final assessments. The test covered four skill areas: Vocabulary, Grammar, Listening and Reading with 75 minutes as the maximum time allowed. As feedback from the test, a numerical score was provided as an indication of the candidate's CEFR level. Furthermore, some industry partners performed objective business-oriented language assessments adopted from Business Performance Language Assessment System (BUPLAS) to evaluate the competency of the candidates in application of language in corporate-related situations.

Soft Skills and Management Training and Assessment

A team of experienced corporate trainers from ICEM Learning and Development conducted soft skills and management training programs that were aimed at transforming the trainees from an academic mind-set to that of a professional and corporate mind-set. A series of managerial soft skills, such as basic office administration, customer service excellence,

effective business communication and presentations, time management, client management, change management and basic project management were taught to help graduates to develop their competency and knowledge to boost their confidence before they venture into the corporate world. Furthermore, special attention was given to performance management motivation as well as creativity, innovation and problem-solving. In addition, the basic principles and concepts of financial accounting such as basic accounts (capital, assets, liabilities and expenses), profit and loss, balance sheet and financial ratios were explained. ICEM adopted an activity based training methodology for their sessions where the trainees were put through role-plays, group discussions and presentations on topics to stimulate their critical thinking skills. All sessions were conducted in English to reinforce the Business English practice. The attendees' understanding of the concepts and modules taught during the 9 weeks of training was measured by an assessment in the form of an objective test, which was conducted in the last week of the program.

Technical, On-Job Training and Assessment

Under an agreement, the industry partners were obliged to provide long-term career opportunities to the trainees under the program. Therefore, the participating companies conducted customised technical training to further ensure that the graduates received training in the correct skills set and knowledge in line with the company needs. Additionally, an overview of the various businesses and their processes, as well as briefing sessions with the key personnel from the company were held to ensure that the trainees understand their roles and responsibilities, as well as the hiring company's expectations. The training conducted by each company differed depending on their requirements and field of expertise. After the training sessions, the trainees were put through a series of technical, language and/or personality assessments to gauge their understanding and knowledge of the modules and competency towards the job at hand.

RESULTS AND DISCUSSION

Language Assessment Analysis

The assessment results were analysed to assess the improvements of the graduates in the different soft skills. The following remarks highlight the most important results:

i. The Pre-English assessment revealed an average score of 53 equivalent to B2 level, with B2 representing a vantage or upper intermediate level.

ii. The Post-English assessment revealed an average score of 65 equivalent to C1 level, with C1 representing an effective operational proficiency or advanced level.

iii. The vast majority of participants showed a significant numerical improvement between the two tests. In many cases, a dramatic improvement was seen. The average numerical improvement over all groups was 15 points.

iv. Although only a small improvement or no improvement of numerical score was seen in a handful of cases (i.e. five participants), the trainers reported a marked improvement in confidence, willingness and ability to use spoken English by every participant.

v. The improvement reported for the 2013 program was slightly higher at 16 points with ten weeks of training compared to the earlier pilot CGEE. However, the group undertaking 12 weeks of training showed an improvement of 23 points. Therefore, the results suggest that longer training has significant influence on the trainees' performance, at least in terms of numerical score.

vi. The improvement, in general, highlights the efficiency of the program in narrowing the gap between the graduates' language skills and those required by the industry.

The Analysis of Assessment of the Graduate Trainee by Facilitators

The team and individual assignments and assessments were analysed and the following results were obtained. The assessment test conducted by ICEM on the general modules delivered revealed the following:

i. The average score was 82.5%.

ii. The participants were able to analyse and make decisions more effectively and they also appreciated the practical approach.

iii. The activity based learning was much more appreciated than the conventional campus methodologies, i.e. theoretical learning.

iv. The participants improved noticeably in their self-confidence level, analytical skills and decision making capability, team spirit, communication and presentation skills, listening and answering skills.

Employment Status

The following remarks summarise the outcome of the analysis on the employment status of the participants:

i. At the end of the program, a total of 130 trainees were employed by the industry partners while 4 trainees decided to further their studies.

ii. The remaining trainees sought employment elsewhere.

CONCLUSION

The Cyberjaya Graduate Employability Enabler program (CGEE) is a promising solution to solve the talent pool problem faced by many MNCs, not only in Cyberjaya but nationwide. The MNCs were an integral part of the program and showed their commitment by being a part of the technical training. The graduates underwent a distinct change in their mindset moving them from a student mindset to a working professional mindset with high team spirit and commitment. The graduates became more confident and ready for work in an MNC due to the improvements in their technical skills, communication skills, problem-solving abilitiy, ability to work effectively in a team presentation skills, reporting techniques and

This Malaysian University Graduate Employability Enabler model can indeed narrow the gap between the skill sets that the graduates possess and the skill sets required by large corporations and improve the graduate employability in Malaysia.

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Perspective II: Feminisation of Labour and Women Empowerment: A Phenomenological Study

Mariano Thomas S. Ramirez

INTRODUCTION

Many of the social teachings of the church stresses a new blue print to concretise the practice of justice and equality among its people and society. The church developed tools to change unjust social structures by getting its members to involve themselves in human and social development. Feminisation of labour directly empowers women to contribute in building a just and humane society. It is a ladder to climb in advancing women's power, creativity and leadership style in industrialised Zone. But in reality the benefits accruing to women from their employment in terms of wages, fringe benefits security, empowerment, participation in labour and so on are vastly inferior to those accorded to men (Chant, & Mcilwaine, 1995).

The UN convention on the elimination of all forms of violence against women (UN, 1979) affirmed the underlying philosophy that discrimination against women is incompatible with human dignity and constitutes an obstacle to the full realisation of the potentialities of women; therefore, the right of women to participate in labour, to be empowered, to share equally in improved conditions of life must be promoted and protected. The document of the church, Gaudiumetspes (Paul VI, 1965), states that "human needs to work in order to make her/his life worth living and favourable. Therefore, even the simplest and most modest work must be respected. Human beings should always give her/his best shot in order to be just to himself/herself and to God who nourished and gifted him/her with talents to continue mastering and perfecting His creation". Hence, John Paul II in his Encyclical "Mulieres Dignatatem" (On the dignity and Vocation of women) (John Paul II, 1988) emphasised that women workers imbued with the spirit of the gospel are meant to form part of the living and working structure of Christianity in so prominent a manner that perhaps not all their potentialities have yet been made clear. It is imperative, therefore,

that women must discover the entire meaning and value of her femininity and dignity in the labour force and offer herself as a gift to others.

Theoretical Orientation/Framework

John Paul II in his famous "*Letter to Women",* (John Paul II, 1995) exhorted and thanked the working woman for being active in the realm of life -social, economic, cultural and political. The Pope noted their indispensable contribution to society and to the establishment of economic and political structures ever more worthy of humanity. With great humility, the Pope recognised the role of women in nation building. In fact, he admonished women to transcend beyond their sensitivity to liberate themselves into social, political and economic life. Hence, there is an urgent need of real equality in every sphere of their life, equal job opportunity, equal pay, equal treatment and equal recognition that is equal on their dignity as children and daughters of God. Thus, woman working is a call of the church to empower women, participate in labour and to find meaning of their dignity that has been mangled and broken by a male chauvinist society. The feminisation of labour is to understand their greatness of dignity and vocation as a woman, that one is able to express their active presence in our society.

METHODOLOGY

This study is a qualitative research using the transcendental phenomenology of Carl Moustakas (Moustakas, 1994) that involved the use of personal experience, life story interviews, interactions and reflections. Certain approaches (Cuyos, 2008) were also utilised to solicit responses from the respondents such as 1.)Exploratory encounters and getting acquainted with the respondents in order to be familiar with the persons involved in the research, 2) encounter; to get the feeling of being at ease with each other, 3) Setting of appointments with the respondents to conduct in-depth interviews and the opportunity to listen to their stories (individual and focus group discussion), 4) Consolidation of transcriptions of their stories was done by the researcher; the challenge was to describe things as they were to understand meanings and essences in the light of self-reflection

and themes. These approaches provided the basis for a reflective structural analysis to portray the essences of the experience. From there, general meanings and derived themes were formulated including the symbolic representation of my co-researchers' description of their life experiences.

DATA GATHERING

In gathering data the researcher made an ocular visits from February to April to the respondents. A letter to the company manager was made asking the respondents to participate in the interview process and focus group discussion. The researcher prepared questionnaire, interview guide and focus group discussion guide. The researcher considered the most convenient time for the interviewees. This approach helped to create an avenue to listen to their life stories and lived experiences of self-empowerment in relation to their gender, contribution and participation in the labour force. The researcher facilitated the whole interview and group sharing process. When their "life and lived experiences" have been shared, the researcher employed the bracketing process. This meditation process paved the way to know them collectively and intimately through internal reflections (introspection) done by the researcher about their shared experiences that brought out possible meanings, and essences of the experience of the empowered women until one gets into the depth of what they wanted to really communicate and developed through themes (Moustakas, 1994). The bracketing process involved the following: 1) reflective narratives; where putting up the details of their story in a narrative form reflected related themes, 2)Second Reflection of the narratives; reflections/themes from the shared stories derived collectively as observed and reflected by the researcher from the respondents' (interviews and focus group discussion) feelings and thoughts about their experience of empowerment and participation in labour as women, 3) Eidetic insights (implications of the study); textural description of the experience formulated by the researcher to give/justify the summary of meanings and essence of experiences of the respondents 4) Creative synthesis; insights and symbols of the respondents about themselves in collaboration with the researcher in summarizing their whole experience as women, 5)

Symbolic representation: It summarises/defines the whole experience of the researcher through a symbol about the life-lived experiences of the respondents. Insights and reflections from the whole experience was also derived. After the whole bracketing process was done, the researcher returned the results to the respondents for their affirmation, remarks and comments until the final bracket of their "lived experience" was affirmed by the respondents.

RESULTS AND DISCUSSIONS

Table 1 Profile of the women participants (respondents)

Name (pseudo-name)	Status in life	Education	Position in the company
Meb	Married	College level	Line/group leader
Issay	Married	High school	Line/Group leader
Carmel	Single	Vocational	Line/ Group leader
Yobi	Single	College graduate	Accounting supervisor
Anna	Single	BSIE	Hr Manager

Reflective narratives and thematic reflections (details and reflected themes of the respondents' stories)

Carmel

Thematic-Reflections: Animated leader, expressive. Strong determination, multi- faceted.

As both father and mother to her siblings, Anita enjoys every moment of her work. She rose from the ranks as a mere ordinary worker to become a group leader with 50 people under her care. In her 15 years of service in the company, she never experienced any discrimination from her superiors and subordinates. Her being a woman never became a hindrance in her performance of duty. In fact, she enjoyed a healthy relationship with her opposite sex. As a woman, she was more tolerant

and patient with the other gender. She felt that those attributes worked well with her subordinates. In her dealings with them, she tried her best to become assertive and expressive in her feelings and thoughts about certain issues (incentives, perks and privileges, etc. That affected the morale and confidence of her subordinates. She firmly believed that "graces" received by the management from the fruit of their labour should also be shared with the rank and file.

Meb

Thematic reflections: Animated leader. She is her own woman.

She minced no words by saying that she enjoys being a group leader. Her evolution from someone that was so passive to become smart and active was the turning point of her life as a woman. She never complained of any task given to her and like Issay, she finds solace and feels empowered being a group leader. For her, being a woman gives premium on how to deal with her subordinates especially the opposite sex. She has no qualms in giving them orders because she truly feels that sexuality has nothing to do with performance or in delivering quality service to the clients. For her, it is a blessing to be a woman because she effectively performs her duties according to her priorities as she knows how to balance and manage her time well.

Issay

Thematic reflections: Animated leader... She charts her own destiny. In touch with her world as a woman.

Issay is a natural leader. She finished high school with sheer determination and patience. She believed that to become successful, intelligence is not enough. You must embrace your own experience for it truly shows you the way to become fully human. Experience for Issay is a catalyst for self-improvement and coupled with strong determination, it chartered her own destiny as a woman in dealing with her superiors and subordinates.

As a line leader, she makes sure that every service, every work they do expresses their commitment to go beyond what is expected from

them. She monitors her subordinates and expects them to give their 100% commitment in their expected output. According to her, a woman should know how to expand her horizon and challenge herself to go beyond and not to be trapped with household chores only. She looks at the opposite sex as equal, as collaborators and partners in any endeavour and task. One gender should not oppress the other gender; they should work together in their development as co-workers.

Yobi

Thematic reflections: She greatly values education which she is passionate about. She takes responsibility for her life.

She is a single mother and she is the best in her job, cash accounting supervisor, analyzing data, report variances, making estimates, preparing monthly financial reports, etc. She is a hardworking type of person.

She sees to it that every task given to her is finished. She sees her job as a wonderful opportunity to express herself and she takes it with full responsibility. For her to be a woman is everything. She is sensitive, beautiful and unique. She works for self- esteem and it's a way to achieve empowerment, self -respect, dignity and learn new skills. Work for her is a solid foundation for a better future. Although she believes that man and woman are equal and that they are complimentary, she also grasps the reality that women are "transformational", that they care more and develop their subordinates to become a better persons.

Anna

Thematic reflections: Alpha female, inspiring, true and tested leader

She is the "do it" all leader; trainer, premise controller, team leader, personal task team leader, communication and security team leader. Her hobbies (reading, playing piano, guitar and flute) are the embodiment of an intelligent person. She never backs down if and when challenges confront her; instead, she takes it as a moment of creative possibilities to resolve some issues and problems that beset her.

Oftentimes, she is misunderstood because she is strict in implementing policies, protocols, rules and regulations. In her utmost passion to correct

and discipline her subordinates, she is chastised and sometimes ridiculed but she only wants them to do their job properly and deliver their craft with precision.

A Second reflection in the Narratives

This section presents the collective reflections and themes done by the researcher as reflected and observed from the respondents' narrative stories. This provides clarification on the objectives posed earlier in this paper; The personal experiences of women described in relation to self-empowerment, dignity, and gender and the implications of the insights from their lived experiences of self–empowerment and participation in labour.

a. They are their own woman

   They minced no word by saying that they enjoy being a woman. They evolved from just being passive individuals to become an empowered ones in their capacity as group leaders. They don't complain about the tasks given to them. They have no qualms in correcting their subordinates because what truly matters is the quality of service they render to the company. This is a process of deconstruction and de-centering of the self and trying to redefine and re-conceptualise what it means to be a woman (De La Cruz 2011).

b. They Chart their own destiny as a woman and as a leader

   Meb, who liken herself to a flower, finds fulfilment in her work. She finds her work as a saga of continueds development where commitment and self-respect are borne out. But not everything is given on a silver platter: one must find her own way to achieve something; one must thread and learn to walk the tightrope to gain new knowledge and perspective. For her, as a leader and a woman, it entails great responsibility. It is difficult, yet it is essentially challenging.

c. Empowering and inspiring

   In the profile of Issay, she discovered that the most profound uniqueness of a woman is not by gaining power for herself but in giving power/empowering others to find a system of change in their

environment and to continue learning for their appropriate professional development and workplace exposure in order to move to the next level in the organisation. By doing so, this is an expression of their hidden well spring of talent and capabilities to create change in their working place (Mapano 2005).

d. Sense of connectedness

The adage "no man is an Island" is critical to the success of the company. Anna, in her narrative, sees to it that a woman should work not only for herself but to help others and the society in general. It is only by working with others that one can truly develop herself. It is also imperative that by helping others you also develop a sense of camaraderie/fellowship needed in establishing rapport to make work easier and attain the set goals/success projected/planned together.

e. They are expressive and critical

Yobi, the eagle with more than fifty (50) people under her wings minces no words in monitoring and correcting people under her guidance. She normally keeps to herself that whatever work given to her has to be accepted it whole heartedly and happily. She can pour out her heart when she thinks and feels that she needs to speak her mind.

f. Femininity is her (their) Strength

Collectively, these women value their femininity. They are on their own (single mother, high school graduate, single for life, backbone of their family, etc.) especially in making firm, decisive decisions that pertain to their lives and those who are under their charge. They know how to hold their ground especially if others refute their ideas that may be beneficial to the performance of their jobs.

Eidetic Insights (implications of the study): The textural description of the experience is formulated by the researcher to give/justify the summary of meanings and essence of experiences of the respondents.

The sharing and experiences of my respondents are pathways that label them as in touch with their gender empowerment and participation in labour as a woman in the web and unpredictable market oriented organisation in

the industrialised zones. At a greater extent, women empowerment and feminisation (presence of women in the labour force) became a critical base of sensible development, policy making and power gained over women's state of lives (Ramirez, 1983). Significantly, woman must assert their voice unconditionally to remove any undermined historical imbalances (man vs. women) in their process of decision making, relationships and any form of oppression brought about by gender mainstreaming until such time that they enjoy equality in all aspects Kabeer (2000) argued that women have moved from the margins of labour participation, to become better paid, participative and more visible in the working market because of the changing landscape in treating women. Throughout human history, undoubtedly as presented in the different teachings and promulgations of the Church, humans and work go hand in hand. To be human is to fully realise that her work defines her capacity to transcend beyond all things. Bernardo categorically stated that work is the realisation of the real human being's existence and of the world, which is ultimately for the greater honour and glory of God. He (Bernardo, 2008) emphasised too that any kind of work must respect the personal character and dignity of the worker and that includes the participation of women. In work, man/woman can fully develop his/her potential and become better humans.

Table 2 Creative Synthesis: Insights and symbolic descriptions of the respondents about themselves in collaboration with the researcher in summarizing their whole experience.

Name of co-researchers	Symbolic description	Meaning
carmel	Weighing scale	Everything in life should be balanced.
Meb	Eagle	Focus in life is necessary, determination is important in dealing with realities as a person and as a woman.
Isay	Color pink	Happiness, contentment and fulfilment are the souls of a fulfilled woman, at home and in work.

cont. Table 2

Yobi	Flower	As a woman, one must always be refreshing in spite of some problems. Put a scent of life in every challenge and captivate with your aura in dealing with other people to become successful.
Anna	Rainbow	Hope is the language of a woman's heart and should be shared to everyone, to inspire and to embrace each individuality amidst the uncertainties of life.

Symbolic Representation of the whole experience: It summarises/ defines the whole experience of the researcher through symbols about the life-lived experiences of the respondents. Insights and reflections from the whole experience are also derived.

Figure 1 Coffee bean

In general, coffee symbolises a fire talk of successful struggles. It also represents fecundity and productivity (**They are their own woman)**. Like the coffee bean, the empowered women sincerely and passionately carry their roles as women in projecting their courage and beauty (**Femininity is their Strength).** They are not afraid to be "diluted" to change the form of the water (**They Chart their own destiny as a woman and as a leader**) but rather these empowered women pave the way for a new understanding about their roles in an industrialised setting; they can make something good from the difficulties they face, learn new things, new skills, new abilities,

new knowledge, then empower themselves by means of their experiences (**Empowering and inspiring).** They bring out their intelligence to recapture the spirit of being critical and logical. In short, by asserting their presence and empowering themselves, they also make the world a better place for those whom they work (**Sense of connectedness)**. These empowered women consider problems and difficulties in the environment are once in a lifetime opportunity to become stronger, better and tougher. They speak their own mind (**They are expressive and critical**). They deal with life with seriousness and blissful hope. Like the coffee bean, they put colours and good taste to the water. Levels about their gender as women have changed dramatically.

CONCLUSION AND RECOMMENDATIONS

Overall, there should be greater commitment among the industrialised zones to promote and invest greater awareness towards the participation of women in labour and to empower/trust them to decide what is beneficial to the company. Alliance among the company owners to set up programs (seminars, advocacies, policies and education) is also a must in order to acknowledge women's "productive capabilities" and rights. Civil society, **especially the church** (people of God) must continue to be vigilant and must have a critical eye to bear and fight issues that may trouble and destroy the spirit of women.

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Perspective III: The Implementation of Alternative Learning System in Public Secondary Schools in Marikina City: Basis for Policy Review

Bernarda T. Cudal and Cecilio S. Volante III

INTRODUCTION

Education is a life-long process and plays a paramount role in the development of human life where its primary essence is to inculcate and instil among learners the life-processes and functional literacy skills necessary in the attainment of self-realisation and self-actualisation stages of human needs and satisfaction (Camino, 2012). In order to address the problems in the formal school system, its counterpart was established and recognised to promote and protect the equal rights to education of those who dropped out from formal education and adults as well which paved the way to the establishment of the "Alternative Learning System" (ALS) (Conley, 2011; Menguito, 2011).

The government provides programs to meet the needs of the Filipino people to have functional literacy, and one of the programs is the Alternative Learning System "ALS"; that's why it has been given considerable attention by the educational authorities (Surita, 2010). Literacy is the ability to read and write. Literacy encompasses a complex set of abilities to understand and use the dominant symbol systems of a culture for personal and community development (Richmond, et al., 2010). In a technological society, the concept of literacy is expanding to include the media and electronic text, in addition to alphabetic and number systems. These abilities vary in different social and cultural contexts according to need, demand and education. However, it does not offer full protection of people's rights but a means of achieving something for survival. Moreover, the key to all literacy is reading development, a progression of skills that begins with the ability to understand spoken words and decode written words, and culminates in the deep understanding of text (Guerrero, 2009; Willis, 2011).

In a survey of the Secondary Schools in the division of Marikina City, as of 2014, learners who are enrolled in Alternative Learning System are those who are unable to attend regular classes because they are working and some are over age. At the middle of the School Year, almost half of the learners failed to attend their classes because of their working schedule and some were busy providing their basic needs. The researchers firmly believe that there is really a need for innovation in the delivery of the program in order to attract learners to continue their studies, and to multiply the number of clientele. In view of the above-mentioned problems, the researchers conduct a study that will result in a more effective implementation of the program. Hopefully, after the study the implementation of Alternative Learning System "ALS" will underage improvement and modification.

STATEMENT OF THE PROBLEM

This study aimed to assess the implementation of the Alternative Learning System in public Secondary schools in the division of Marikina City, during the School Year 2015-2016 as basis for proposing a policy review. Specifically, the study sought to answer the following questions:

i. How do school administrators and learners assess the implementation of the Alternative Learning System as regards the following aspects?
   - Physical Facilities such as classrooms
   - Instructional Materials
   - Schedule of classes
   - Qualification of the Instructional Managers
   - Training of faculty
   - Administrative Support
   - Financial Support

ii. Is there a significant difference in the assessment of the two groups of respondents in the implementation of the Alternative Learning System in terms of the above-cited aspects?

iii. What are the problems encountered by the two groups of respondents in the implementation of ALS?

iv. What policy review can be proposed to lessen the problems encountered in the implementation of the Alternative Learning System?

SIGNIFICANCE OF THE STUDY

The findings of this study would help the concerned authorities to improve the implementation of the program, hence, providing innovations and improvement.

It is hoped that the result of this study will be beneficial to the following groups and agencies: *Learners, Instructional Managers, DepEd officials, School Division officials, School heads, Community Leaders, and Future Researchers.*

SCOPE AND LIMITATIONS OF THE STUDY

This study was focused on the assessment of the Implementation of the Alternative Learning System in public Secondary Schools in the Division of Marikina City. The respondents of this study were 30 school administrators and 270 learners. The aspects explored in the study were limited to physical facilities, instructional materials, schedule of classes, qualification of the instructional managers, and training of faculty, administrative support and financial support.

Differences in the assessment of the respondents on the ALS implementation shall be given focus as well, including the featured problems that arise during its execution. Further, a policy review shall be initiated by the researcher.

NULL HYPOTHESIS

There is no significant difference in the assessment of the two groups of respondents in the implementation of the Alternative Learning System in terms of physical facilities, instructional materials, schedule of classes, qualification of instructional managers, and training of faculty, administrative support and financial support.

METHODS OF RESEARCH USED

Descriptive research was used to assess the implementation of the alternative learning system in selected public schools in the Division of Marikina City which served as basis for policy review. The research also inferred on the differences in the assessment of the two groups of respondents with regard to the ALS implementation (Annaban, 2009).

SOURCES OF DATA

The data in this study was obtained from the questionnaires which distributed to the two groups of respondents, namely 30 school administrators and 270 ALS learners. The distribution of the respondents is presented in Table 1 below.

Table 1 Distribution of the Respondents

Schools in the Division of Marikina City	Population of School Administrators	Sample Population (100%)	Population of Learners	Sample Population	% of Learners Sample
Kalumpang Elem School	5	100%	73	50	68%
Barangka Elem. School	5	100%	49	25	51%
CISSL	5	100%	47	25	53%
Marikina High School	5	100%	108	50	46%
Marikina Science HS	3	100%	63	35	56%
Nangka High School	4	100%	112	50	45%
Parang High School	3	100%	63	35	56%
Total	30	100%	515	270	52%

The above table shows the seven selected public secondary schools in the Division of Marikina City which were involved in the study. The sample respondents of ALS learners were 270 or 52 per cent of the 515

total population and the school administrator respondents consisted of 30 or 100 per cent of the total population.

DATA COLLECTION

The questionnaire which is the main instrument used in this study was utilised to elicit the needed data and information from the respondents. Before the distribution of the questionnaire, expert validation was made by ten (10) validators. Aside from the questionnaire other techniques used in gathering data were personal observation and informal interview of the respondents. The questionnaire expressed queries on the implementation of the Alternative Learning System in the respective secondary schools in Marikina City. The respondents were asked to check their corresponding answers on every item of the questions where scales 1 to 5 were presented for reference of their assessment level. Questions were also grouped accordingly in terms of physical facilities, instructional materials, schedule of classes, qualification of instructional managers, and training of faculty, administrative support and financial support aspects. Further, a five-point scale with adjectival equivalent was used as follows:5 = Very High Extent, 4= High Extent, 3=Moderate Extent, 2= Low Extent and 1 = Very Low Extent.

DATA COLLECTION

The actual data gathering was done right after the research proposal was approved. The researchers first secured the permission of the school division superintendent to conduct the study. The researchers personally gave the letter to the principal and showed the sample questionnaire for approval. After several days, the researchers received a reply to the request indicating that the office of the schools Division Superintendent had no objection to her request. This means the permission was granted and that the researchers were allowed to distribute and administer the questionnaire to the respondents in the said division. The researchers immediately distributed the questionnaires and waited for the accomplishment of the instruments. Retrieval was done after a week and the data gathered were tabulated, statistically treated, analysed and interpreted accordingly.

STATISTICAL TREATMENT OF DATA

The following statistical tools were used in the treatment of the data gathered.

Weighted Mean This was used to identify the level of assessment of the two groups of respondents and the problems they encountered on the implementation of the Alternative Learning System (ALS) considering the cited aspects.

t-test This was used to determine the significant difference in the assessment of the two groups of respondents on the implementation of the Alternative Learning System (ALS).

SUMMARY

This study aimed to distinguish the essentials of implementation of the Alternative Learning System in public Secondary schools in the division of Marikina City during the School Year 2015-2016 as basis for proposing a policy review.

Descriptive research methodology with a survey questionnaire as the main instrument was used to gather data in this study. The statistical tools used in the study were weighted mean, standard deviation, and t-test. The hypothesis tested was there is no significant difference in the assessment of the two groups of respondents in the implementation of the Alternative Learning System in terms of the different aspects cited.

The salient findings of the study are as following:

1. The Learners and Administrator respondents assessed the implementation of the Alternative Learning System at a Moderate Extent (ME) as regards physical facilities, instructional materials, schedule of classes, qualification of instructional managers, training of faculty, administrative support and financial support as manifested by the average weighted mean of 3.32 and 3.15 with standard deviation of 0.61 and 0.52 respectively.

2. There is no significant difference in the assessment of the learners and administrators on the implementation of the Alternative Learning System in terms of physical facilities, instructional materials, schedule of classes, qualification of Instructional Managers, training of faculty, administrative support and financial support as evidenced by their computed t – values which are less than the critical value of 1.66 at 0.05 level of significance and 298 degrees of freedom.
3. The learners encountered problems in the implementation of Alternative Learning System such as inconvenient schedule with a frequency of 128 at rank 1 and misappropriation of ALS fund with 117 responses at rank 2. Meanwhile the administrators and instructional managers encountered the following problems: shortage of books, printed hand-outs and library resources and non-existence of office supplies to serve as learning aid for the instructional managers, lack of interest, financial and family related problem of the learners, work schedule of learners, and shyness due to age.
4. The proposed policy review can help to lessen the problems encountered in the implementation of the Alternative Learning System.

CONCLUSION

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

1. The Alternative Learning System was well–implemented in public Secondary schools in the division of Marikina City during the School Year 2015-2016 as to its physical amenities, learning aid being used, time schedule, IM qualifications, training development for faculty, support from the top management and budget resources.
2. There is a need for a better and improved ALS implementation through a policy review. The policy review can reveal loopholes in the current set-up of the program which may have caused the problems encountered.

RECOMMENDATIONS

The succeeding recommendations are offered based on the findings and conclusions of the study:

1. The result of the study must be presented in research forum so that administrators and education planners can have an overview of the problems that are commonly encountered in the ALS implementation.
2. The administrators of ALS program must be made aware of the current and actual situation of the ALS activities through this research which can guide them during a policy review and make change in areas which must be improved further.
3. Change agents may be hired to serve as mentoring individuals during a policy review and be able to motivate team players of ALS to act accordingly and lessen the problems encountered therein.
4. The policy review can be of help to diminish problems in the ALS implementation and will also serve as enlightenment for those who need change in the ALS program system and procedures.
5. Analogous research study may be conducted by future researchers to determine if similar results will be found and alternative study giving emphasis to other areas of concern and in different locations may be conducted.

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Perspective IV: Academia and Industrial Linkages: A Conceptual Paper of the University of the City of Manila

Ralph A. Sabio, Cecilia Junio-Sabio

INTRODUCTION

Partnership is defined as bringing together a broad range of stakeholders in order to expand education which is often embraced with optimism for its potential to provide opportunities for win-win changes in the development process. They range from international, high profile alliances promoting development agendas, to national or local coalitions for advocacy and monitoring, to groups implementing education programs and projects directly. Partnerships, both as concept and reality of development practice, are here to stay. They have been broadly adopted as part of the development landscape, described and used by the entire United Nation system, most development agencies, a large number of international and local NGOs, and the academic world (Draxler, 2008).

The provision of higher education in the Philippines varies among institutions. There are institutions which limit their services to traditional or face-to-face models while others utilisad a blended type where the utilisation of ICT-enabled facilities is combined with those of the conventional methodologies. There are institutions which collaborate with Local Government Units (LGU) to provide better access to education and to provide their constituents opportunities for higher education. An example of this is the Polytechnic University of the Philippines (PUP) which was commissioned by San Juan City to open a satellite campus in their locality (City Government of San Juan, 2014).

One model of partnership that other HEIs in the Philippines practise is called twinning program. In this model, local HEIs partner with foreign institutions through a Memorandum of Agreement (MOA). A twinning program is a collaborative arrangement between one local Philippine and one foreign university, with the desire to build the capability of both institutions, to operate, manage and administer an undergraduate

or graduate program and to provide opportunity for students to have an international diploma or degree (Commission of Higher Education, 2015). On the other hand, partnership is called the International Linkage which is a voluntary combination of two institutions for the furtherance of objectives dictated by their mutual interest (Commission of Higher Education, 2015).

LITERATURE REVIEW

PLM's Initial Model of Partnership and Linkages. The PLM's academic and industry partnership started with the programs being formerly offered by the Graduate School of Management (GSM). The GSM used to be one of the academic units of the PLM which is under the supervision of the Office of the Vice President for Academic Affairs (OVPAA). Its vision is to become a Legendary Centre for the Development of Professionals and Leaders in Business and Public Service. It generally intends to nurture professionalism, leadership, community relations through excellent management education, training, research and extension service. Its objectives include: (1) Strengthening the competencies of key players in business and government by engaging the students in (a) Identifying, analyzing, and contextualizing theories and current issues related to global awareness, management, organisation design, planning and administration, decision-making, corporate culture, teamwork, strategic action, motivation, and ethics, (b) Examining critically whether in the classroom, in research, or lifelong learning, the material and virtual manifestations in business and public service contribute to the advancement of knowledge and refinement of service to society; and (2) Enhancing the students' responsibility to continually develop them, improve their performance and those of the people they work with in order to deliver their products and services more efficiently, profitably, and to the highest standards of quality.

With the requirement of most business establishments and government institutions on the educational qualification of their middle managers and supervisors (which should be Master's degree), most higher education institutions (HEIs) ventured into offering graduate programs. PLM effectively succeeded in this set-up especially that most private corporations and government agencies sought the assistance of PLM in

providing graduate education to their executives. Through the years, the Graduate School of Management grew in terms of the number of students and faculties. It continuously provides quality graduate education in the country serving not only the public sector but the private industry as well. It offers not only quality higher education but also equitable, flexible and accessible graduate programs to professionals.

PLM-COA Partnership in the 70's. The PLM started its partnership with various external stakeholders on October 10, 1977 when the Master in Government Management (MGM) was initially offered in response to the representation of the Chairman of Commission on Audit (COA), then Secretary Francisco S. Tantuico, for the development of a corps of effective government administrators. The COA is a constitutionally mandated Commission of the government which acts as a Supreme State Audit Institution of the Philippines; it is tasked with the audit of all government revenues, resources and expenditures.

Linkage between PLM and the City Government of Manila. The same MGM program was extended to the Scholars of the City Government of Manila who also sought the services of the University to provide graduate programs in government management. The City government of Manila is a local government unit (LGU) and country's capital City. It is from the City Government of Manila that the funds of the PLM come from. In addition, the City of Manila, being a premier city, is the main embarkation point of tourists and visitors. The highly urbanised city is a major centre for commerce, banking and finance, retailing, transportation, tourism, real estate, new media as well as traditional media, advertising, legal services, accounting, insurance, theatre, fashion, and the arts in the Philippines. With the opening of the MGM program in 1977, it became a regular program of the University since then. The MGM program of PLM is the same as the Masters in Public Administration (MPA) offered by other higher education institutions in the country.

PLM and its Partnership with the Department of Interior and Local Government (DILG) and the Presidential Anti-Crime Commission(PACC). In July 1995, the Board of Regents approved the offering of Master in Government Management – Executive Special Program (MGM ESP) which is designed for those with executive positions

in the public service who would like to accelerate their professional growth through a flexible program of study. The first batch of graduates in the MGM ESP was in 1996 with the Department of Interior and Local Government (DILG) and Presidential Anti-Crime Commission (PACC) as the first MGM ESP agencies. DILG is the executive department of the Philippine government responsible for promoting peace and order, ensuring public safety and strengthening local government capability aimed at the effective delivery of basic services to the citizenry. The Presidential Anti-Crime Commission (PACC) is a Commission created by President Ramos in 1992 which is especially tasked to direct and coordinate the functions and activities of law enforcement, investigation and prosecution agencies (The Philippines Laws and Jurisprudence Database, 1990, December 13)

PLM's Current Linkages and Partnership. Nowadays a number of PLM's graduate programs has partnerships with other government institutions for the MGM Regular Program; MGM ESP and Doctorate in Public Management also expanded to cover the following government agencies and private institutions. The PLM graduate programs on public management will continue to offer responsive graduate education attuned to the needs of government service and industry. In the coming years, it will strengthen its quality assurance system on all areas of higher education such as research, instruction and extension. Collaborative efforts will still be pursued with different agencies and private companies to continuously offer quality graduate education and further strengthen the profile of its faculty members.

Statistics of PLM Graduates. Figures 1-3 show the trend in the number of graduates per program. To summarise the figures, Table 1 shows the total number of graduates in the government management program and business administration program since PLM started offering courses through partnership with different institutions. It could be gleaned from the table that almost 2,600 have already graduated in this model of partnership and linkages.

Table 1 Summary of Graduates

Program Code	Program Description	Total No. Of Graduates
MGM -ESP	Master in Government Management – Executive Special Program	847
MGM	Master in Government Management	970
MBA	Master in Business Administration	781
TOTAL		2,598

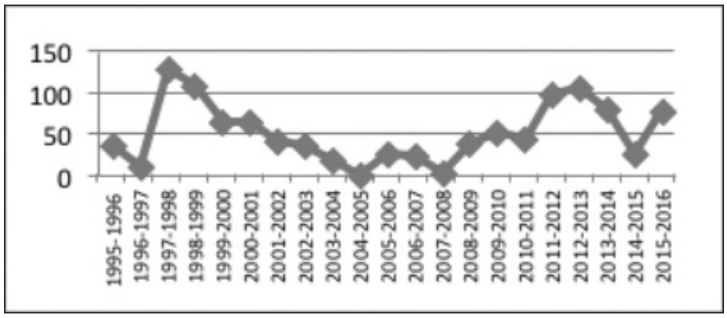

Figure 1 MGM -ESP Off-Campus Graduate Trends, 1995-2016

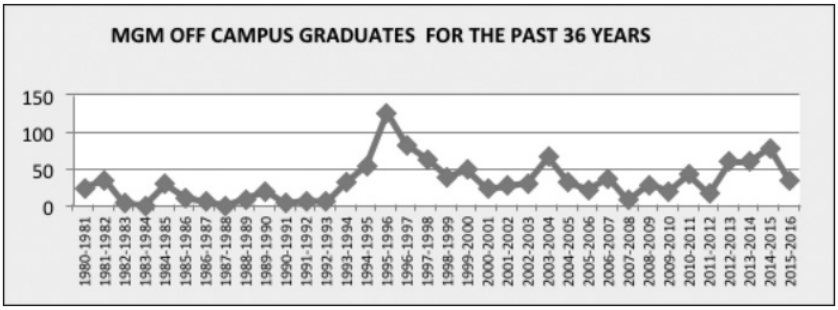

Figure 2 MGM Off-Campus Graduate Trends, 1980-2016

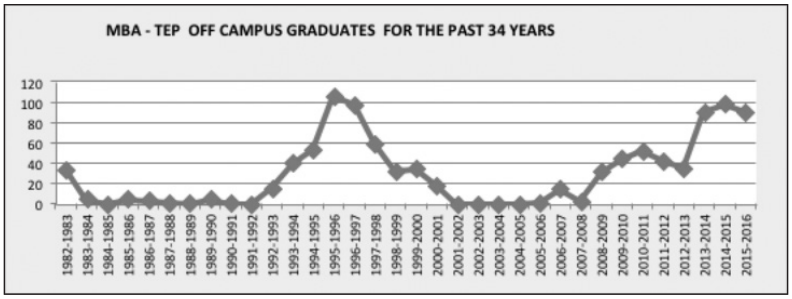

Figure 3 MBA - TEP Off-Campus Graduate Trends, 1982-2016

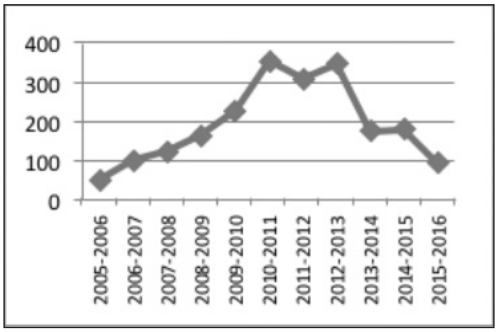

Figure 4 Enrolment Statistics of MGM – ESP Off-Campus, 2005-2016

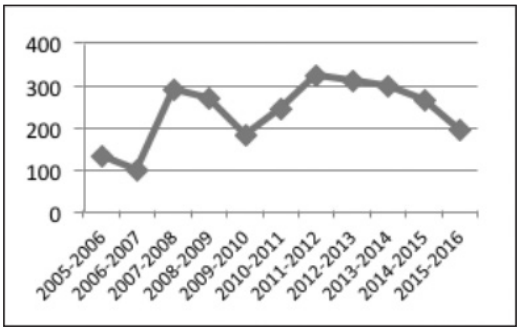

Figure 5 Enrolment Statistics of MGM Off Campus, 2005-2016

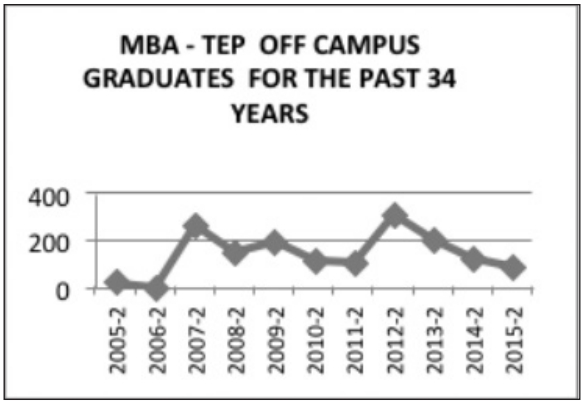

Figure 6 Enrolment Statistics vs. No. of Graduates of MBA TEP Off Campus, 2005-2016

CONCLUSION

It is evident that over the years, there has been a growing interest in educational collaboration. As seen in the model, PLM held off-campus programs and graduate education off-site or in the respective offices of partner institutions such as those in the public sector, national government, local governments and private sector; it was able to graduate students who are now middle managers and top executives of their institutions. Truly, partnership and collaborative efforts in education brings an additional and innovative mechanism that can provide synergy, resources and response to the needs of the stakeholders.

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Perspective V: Major Challenges of Hasanuddin University within Global Perspective

Muhammad Iqbal Djawad and
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INTRODUCTION

As the processes of globalisation have prevailed in the world systems, higher educational institutions are amongst the stakeholders not immune towards the very phenomenon. By the end of the 20th century, we have witnessed a trend in the globalisation of education, as institutions of higher learning became influenced by global perspectives, leading to the opening of borders for both student and lecturer mobilisations. English language positioned a role as the primary language for the conduct of Sciences and Scholarships, advancement of the Information Systems, and many more. This abundance of phenomena reflects an inevitable trend in the education system, with the inclusion of numerous stakeholders from the government, private actors, and intergovernmental donor agencies, that have shown a specific interest in the educational sector since the 1990s, from a standing position of ignorance to the prioritisation of that particular field to be empowered (Philip & Todd, 1999). The globalisation of education has reached the most rural parts of nations, and the educational sector is one which is highly influenced and providing immense benefits, as well as downfalls.

Universitas Hasanuddin (Unhas), a Public University located in Makassar, South Sulawesi, Indonesia, is among the Universities that also are pressured with the impacts of globalisation on the educational sector. Unhas is known to be the best in Eastern Indonesia (ranked by the Indonesian Ministry of Research, Innovation, and Higher Education), and 8th best in Indonesia. Equipped with 1684 academic staff and facilitating 60 study programs, it faces numerous obstacles amid the rise of globalisation. It is thus essential to have a fundamental understanding of the globalisation of education that has occurred during the past several decades.

CHALLENGES AMID THE GLOBALISATION OF HIGHER EDUCATIONAL SYSTEMS

Educational institutions have for many decades been vulnerable towards International trends taking place globally. The interconnectivity of institutions, scholars, and research beyond borders reflects just how significant the globalisation process is in reality. Albrow and King outlined a well-known description of globalisation as "all those processes by which the people of the world are incorporated into a single world society, a global society" (Albrow & King, 1990). The profound impacts of education have always been evident. The phases of Internationalisation can be marked with a series of events taking place, including overseas joint programs, dual-degree programs, utilisation of information technologies, International mobility, even the individually prioritised English language for academic research publications.

But the Internationalisation of the educational sector hasn't always been the case. In the 1960s, universities existed mainly in the national contexts. No competition among universities prevailed, as global university rankings did not exist during that period. Field of research though has always been of global nature. Collaborations have been profoundly inevitable with overseas counterparts, comprising of researchers originating from different nations. The English language also marks the process of Internationalisation, as the majority of scientific publications and books are published in English (research and publications in English have been favoured and highly regarded in universities too). The positioning of English being the language of scholarly communication reflects not the process of replacing local languages, but a form of supplementing them. Global mobility, specifically students, though, have reflected the reality of how impactful globalisation and the opening of borders can result in. By 2014 approximately 200 million students were enrolled in graduate studies worldwide, with figures expected to be 400 million by the year 2030 (Altback, 2016), with the majority comprised of Asian nationalities headed to English-speaking states.

In contemporary times, the advancements amid the globalisation processes have resulted in an unprecedented series of events. With the

increase of access, higher education has evolved from elite, mass, to universal (Trow, 1973). Public Universities are given the burden of not only widening their access to education but also becoming part of exclusive classifications such as 'World Class University,' 'World-Class research orientated university,' and many other classifications that in reality would be difficult to grasp with limited resources.

The persistence of the contemporary challenges to the globalisation of education is one that is highly evident. The opening of borders through AFTA (ASEAN Free Trade Agreement) and GATS (General Agreement of Trades in Services), as well as the promotions of overseas institutions and On-line and E-learning, all reflect both benefits, and the need to be cautious of the impacts they may cause. AFTA for example, in full effect after the 2010 tariff level reduction for agricultural commodities, is mainly marked by the decrease of tariff becoming 0-5% among the states of ASEAN countries (Imada & Naya, 1992). But a crucial aspect of the opening of borders relates to the demand of highly qualified graduates with the academic capacity to collaborate with other university graduates. Foreign university promotions that have been highly evident this past couple of years have been the major competition of the Graduate School established by Unhas, with the aim of empowering locals with post-graduate study programs. The terms of studying overseas has been known to be of great attraction for students, thereby neglecting the border post-graduate education programs, including those facilitated in Unhas.

But the major effect comes with the presence of GATS. Established in 1995, GATS that was adopted along with the Trade Related Intellectual Property Rights (TRIPS) is an agreement under the World Trade Organisation, taking into effect for all 140 of its members (Menon, 1996). GATS promotes trade liberalisation of any particular service, including higher education (Verge, 2010). To conclude, the agreement would push state actors to eliminate barriers associated with the entrance of Foreign Service providers in the field of education. The matter becomes a concern, as higher education is a million dollar business that would attract the conduct of spreading higher education influences in universities worldwide (Bassett, 2006). The commercialisation of services may take the form of numerous exports of services, including cross-border supply, overseas

student travels, commercial presence, and professional travels to foreign countries (UNESCO, n.d.).

OVERCOMING OBSTACLES: UNIVERSITAS HASANUDDIN'S WAY FORWARD

As globalisation raised the stakes of competition in the higher education sector, the conduct of reformations evolved as being of essence. A fundamental principle of educational institutions is to seek efficiencies and reforms continuously; Unhas is not immune to the natural process. The market-driven system that has embraced the educational sector has made Unhas make reforms and establish programs that would build a firm reputation for educational excellence, especially in Eastern Indonesia. In realizing such a statement, organisational management to maintain university performance, attractiveness, and institutional capacity, thus become the key. Therefore, through rigid processes of application since several years ago, Unhas has been granted Autonomous Status (to fully be in effect starting 2017). Not many can attain such a status. Therefore, it is hoped that the challenge would establish the initiative of Unhas academics and staff to be more innovative.

Numerous organisational reforms have been adopted. One in alignment with the Internationalisation of capacity building measures is the laying the foundations of quality assurance standards, that is now under the responsibility of the Internal Quality Assurance Institution of Unhas. But the reforms taking place only empowers the abundance of resources that Unhas comprises of. Unhas as of now, consists of the Tamalanrea Campus (220 hectares), and Gowa Campus (for the Faculty of Engineering, 40 hectares). Since 1956, the capacities have developed rapidly, which now encompasses 1684 lectures (271 Professors, 904 Doctoral Degrees, 700 Masters Degree), with 629 among the academic lecturers being female, a testament to the University's willingness to be relevant with the contemporary global demand for gender equality. Unhas further facilitates 60 Bachelor Degree Programs, 44 Masters, 10 Doctoral, 5 Professional Education and 20 Specialist Programs, that have consistently raised the number of students registered in Unhas. And as

the University highly regards the ideal lecturer to student ratio, Unhas has accepted approximately 5% of the total applicants to the University, testament to the rising interest of locals to enrol in Unhas.

Being a university striving to be of excellence, being Internationally relevant is a key element. The element proves its sustainable capacity amid the rise of commercialisation of educational services, as well as competitions. For years, Unhas has engaged in International partnerships with numerous overseas higher education institutions, as well as research institutions, to exchange contemporary academic information and resources, primarily, to become further relevant with the global advancements in the higher education sector. As of now, Unhas has 61 active partnerships overseas, with 41 institutions located in Asia. Soon the figures are expected to rise. Unhas has also dedicated its academic resources to have a distinctive specialisation of research. Based on the constructed 'Strategic Plan of 2030,' it has been defined as the 'Maritime Continent of Indonesia,' considering the Core Competence of Unhas being of Maritime Sciences. Such specifications have led to constant attraction of donors and research grants, further proving the university's relevance in the global context.

The Unhas research capacity has been recently empowered to achieve the status of being a World Class University. Scopus indexed publications are currently on the rise, with 934 articles by 2016. Unhas, which is home to an abundance of facilities, hopes to excel in research quality, as well as the academic resources of the university. Unhas Educational Hospital, Unhas Dentistry and Mouth Hospital, Teaching Industry, Technopark and Maiwa Breeding Center, Marine Station and Unhas Fishpond are among the facilities available at Unhas. GDLN (Global Development Learning Network) of Unhas also has facilitated the dissemination of information and knowledge that is suitable for National and International requirements, resulting in the rise of global competitiveness through intellectual properties development and International networking. With the additional factor of the inauguration of 3 International classes (Management, Accounting, and Public Health), Unhas has never been more relevant in the global context. Though Unhas have shown significant progress, challenges still await.

SUMMARY

Globalisation is a process that would inevitably encompass sectors deemed vital for the development of a state. The rise of influence attained to that has also embraced the higher educational sector, resulting in advantages, but also obstacles that must be responded to. International relevance amid the globalisation processes would push higher education stakeholders to conduct reforms and raise its levels of competitiveness through measures of capacity building, an action currently taken by Universitas Hasanuddin. With enormous progress taking place, Unhas is hoped to be of high global relevance with the advancement of research, provision of facilities, and the constant expansion of International networks as the university approaches the Autonomous Status granted to it. The progress made has been more than sufficient, yet the relevance and capacity to compete will be dictated by the decisions made for the upcoming decade.

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Perspective VI: Higher Education: A Study of Leaders' Style and Their Level of Involvement Perceived by the Academic Staff Members

Jenny Ngo

INTRODUCTION

Leadership is one of the most significant factors for an organisation's success. A single leadership style does not fit every situation. It is, therefore, important for leaders to know their own leadership style and to be able to adapt to different settings. There will be situations that require one type of leadership style and at other times a different one. This study seeks to answer, what leadership style is expected by individuals and groups at a given time.

THE MANAGERIAL GRID OF BLAKE AND MAUTON: A MODEL OF LEADERSHIP STYLE

Leadership is a mysterious phenomenon that we know when we see it but which is still difficult to describe, for example, people describe the charismatic leadership of Gandhi and the great leadership of Julius Caesar (Jenny, 2013). Peter Drucker says that a leader is someone who has followers (Cohen, 2010). Warren Bennis defines leadership as the capacity to translate vision into reality (Bennis & Nanus, 1997). Over 350 definitions of leadership have been produced. But, what is actually leadership? Obviously, researchers are still struggling with the definition of what leadership is. A fully agreed definition is not yet available. In this paper, leadership is a process of social influence towards the achievement of a goal.

The various definitions of leadership are forerunners of a range of leadership theories. One of the theories is transactional and transformational leadership. Transactional theories emphasise on the importance of the relationship between leaders and followers based on mutual benefits

(Jenny, 2013) while, transformational theories are strongly focused on change (Jenny, 2013). Leaders are those who create new visions of a company's future. Based on these theories, this study uses the Managerial Grid of Blake and Mauton (1994) as the basis for the analysis of the interactions between leaders and followers.

The Managerial Grid is based on two behavioural dimensions: *Concern for people*, along the vertical axis, is the degree to which a leader considers team members' needs, interests and areas of personal development when deciding how best to accomplish a task. Concern for people reflects on trust and obedience, understanding and support of each other, motivation, enthusiasm, involvement, innovativeness, commitment and eagerness to change. *Concern for task/production*, along the horizontal axis, is the degree to which a leader emphasises concrete objectives, organisational efficiency and high productivity when deciding how best to accomplish a task. In a university or in a faculty, concern for production may be measured by teaching load, or research papers published.

The Managerial Grid generates a nine-level grid of different leadership styles: Impoverished leader (low people-low task), Country Club leader (high people-low task), Authoritarian leader (low people-high task), Team leader (high people-high task) and Middle of Road leader (medium people and task). Impoverished leaders do minimal efforts on both task and people for the organisation. Country Club leaders highly promote comfortable working environment, good feelings for team members but they poorly direct and control. Authoritarian leaders have strict work rules, policies and procedures. They highly demand team members to complete tasks with low team morale. Team leaders prioritise both the organisation's production needs and their people's needs. They make sure that their team members understand the organisation's purpose and by involving them in determining production needs. Middle of the Road leaders try to balance results and people through continual compromise.

Blake and Mouton's leadership style theory based on the Managerial Grid is the most suitable theory applicable for this research. It is because the Managerial Grid of Blake and Mouton assumes that no leader is purely people-oriented or purely task-oriented. This assumption makes it a realistic model of leadership. Another reason is that a leader's style may

be consistent over a range of situations; however, it is also true that leaders move from one grid style to another, sometimes even shifting and adapting Grid styles according to how they view the situation (Blake & Mouton, 1994).

METHODOLOGY

Two versions of a questionnaire, namely for leaders and for academic staff members, were developed for this study. The questionnaire for leaders explored and assessed the leadership style of the leaders. It consisted of 16 questions measuring the degree of Concern for people and another 16 questions measuring the degree of Concern for task/production. All questions were measured using a Likert-scale ranging from doesn't fit at all (1) to does fit extremely well (4). The other questionnaire for academic staff members assessed the leaders' level of involvement in their daily activities. It had seven questions measuring the leader's level of involvement in planning, organizing, directing, controlling, and staffing.

The data was collected from a technical college in Surabaya. It has seven departments and 80 academic staff members. Therefore, the questionnaires were distributed via email to the seven Heads of Departments and all the academic staff members. A total of seven leaders (100% response rate) and 25 academic staff members (31% response rate) completed and returned the questionnaires. The non-response among academic staff members was mainly caused by shortage of time and their reluctance to evaluate their own leaders.

Scoring system. Leadership style: there were two columns provided in the scoring section. The first column classified the 16 questions on the People and the second column classified the other 16 questions on the Task. Table 1 presents the classification of questions for concern for people and concern for task in the scoring section. Finally, the total score of each column for each leader was transferred to the Managerial Grid section.

Table 1 Classification of people-oriented and task-oriented questions on scoring section

People-oriented	**Task-oriented**
Question	Question
1, 4, 6, 7, 9, 10, 12, 16, 17, 19, 21, 23, 24, 25, 30, 31	2, 3, 5, 8, 11, 13, 14, 15, 18, 20, 22, 26, 27, 28, 29, 32
Total x 0.1666 −1.666 = Final Score	Total x 0.1666 −1.666 = Final score

Leader's level of involvement: all the answering alternatives in question numbers 33 to 37 were in the adverbial frequency system. Therefore, the scoring system of this part was based on the more frequently answering alternative was chosen, the higher the score was. It ranged from 0 to 21.

FINDINGS

Leadership Style

The leaders were asked to rate themselves in terms of a number of work related behaviours: concern for task and concern for people. The Managerial Grid of the seven leaders is shown in Figure 1. As seen in Figure 1, the seven leaders tend to perform a Team Leader style (9,9) placed in the top second column in the Grid. Two leaders, leader 1 and leader 7, perceived themselves as leaders with Country Club Management style (1,9) placed in the top first column in the Grid.

In leading activities, the leaders with a Team Leader style, concern for high task and high people, are committed and able to motivate employees through trust, respect, and commitment. They believe that employee empowerment is essential for fostering a team environment, thus resulting in maximum employee satisfaction as well as the most efficient productivity. From the Managerial Grid, the Team leaders are assumed to perform the most effective leadership style. They create a highly cohesive team and high productivity which usually lead to a successful institution.

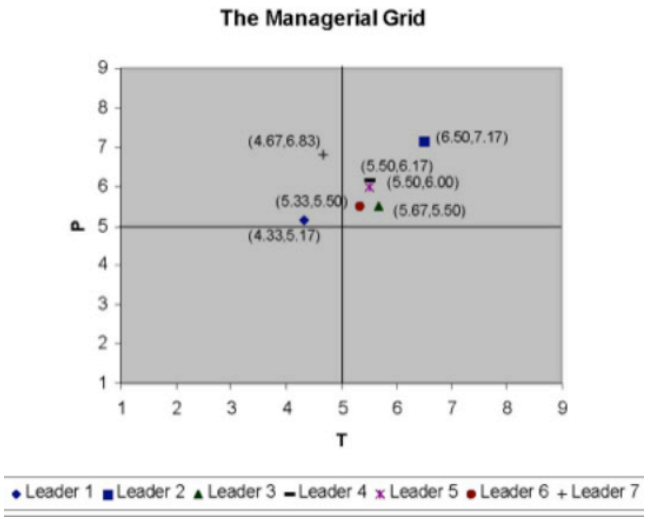

Figure 1 The Managerial Grid of the seven leaders

The two leaders with a Country Club Management style, concern for low task and high people, promote good relations ensuring that the needs and desires of the employees are met. These leaders avoid generating conflict and are making the assumption that their staff will yield maximum results as they are likely to be self-motivated when they are led in such an environment. The productivity of the group, however, can suffer from the lack of attention on tasks.

The academic staff members were asked to rate their leader's level of involvement in terms of a number of work concern for task and concern for people in a normal or day to day work setting. Figure 2 shows the seven leaders' level of involvement as perceived by their academic staff members.

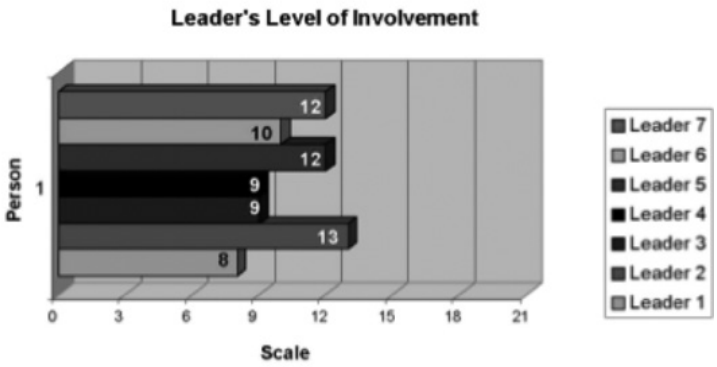

Figure 2 Leaders' level of involvement perceived by their academic staff members

The results of the Level of Involvement correspond to the theory that the higher a leader's people-oriented score is, the higher he involves in social working environment. Table 2 presents the correlation between the leadership style of leaders (concern for people) and their level of involvement in daily leading activities. From the findings, only leader 4 had a high people-oriented score but displayed low level of involvement in daily leading activities. It was, however, statistically proven that the correlation was strong and significant with coefficient = 0.83and p-value ≤ 0.05.

Table 2 Correlation between leaders' style and their level of involvement

Leader	People-oriented score (the highest score=9)	Level of Involvement score (the highest score=21)
2	7.17	13
7	6.83	12
4	6.17	9
5	6.00	12
6	5.50	10
3	5.50	9
1	5.17	8

The study also found that most of the leaders applied a more supporting role in their daily leadership. Coaching, directing and delegating roles were followed respectively. This supporting role reflected the Team Leader style. Based on the theory on the Boss behaviour by Blake and Mouton, leaders who perform a Team Leader style tend to play a leadership role as supporter or motivator since they believe in the capabilities of their personnel (Blake & Mouton, 1994).

SUMMARY

Most leaders tend to perform a Team Leader style from the Managerial Grid of Blake and Mouton. There is a strong relationship between the leadership style they apply and their level of involvement. The higher the people-oriented score is the higher the leader gets involved in the social working environment.

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Perspective VII: Students Internship Project as One of Learning Experiences

Natalia Damastuti, Santirianingrum Soebandhi and Awalludiyah Ambarwati

INTRODUCTION

Human resources hold importance roles in the globalisation era to compete and survive. One of the tasks of a university is to provide human resources ready to enter the working world. The importance of integrating students' classroom learning with real-world practical experience has been recognised as a vital component of student engagement and development in higher education (Stirling et al., 2014). There are a lot of researches that say that the needs in the industry cannot be filled by college graduates. The reasons are the lack of communication, teamwork, and bad attitude as well as their inability to solve problems (Norina et al., 2013). To resolve the issue, one of the efforts is to have a good relationship between industry and academia. For instance, a student can directly involve in the industry and have an internship for some time. An internship is an opportunity for undergraduate students to incorporate work-related experience and knowledge into their formal education in a university by taking part in supervised and planned work in the real-world (Norina et al., 2013). Faculty of Computer Science has developed a course 'internship project' to prepare students for the world-of-work experience. Through this course, students have the opportunity to apply knowledge and skills learned in the college as well as the experiences in the industry.

According to the Regulation of the Ministry of Manpower and Transmigration No. PER.22 / MEN / IX / 2009 on the organisation of apprenticeship in the country, the apprenticeship is part of a job training system that integrates training at a training institute to work directly under the guidance and supervisor of an instructor or workers who are more experienced in the production process of goods and / or services in the company in order to master a certain skill (Ketenagakerjaan, 2009). Internship courses provide learning opportunities for undergraduates to experience professional practice and activities associated with knowledge

application (Chin-Tsu et al., 2011). Internship is an important means by which students know the business world by working in it and implement the information they acquired during their theoretical education in practice. Internships are especially helpful for enthusiastic students who want to gain some practical experience about the work by working in a business. They give the young candidates the opportunity to practise their theoretical knowledge and develop their skills and experiences within the sector. Internship experiences have become more important in terms of academic education of students and establishing their connection with the business world. In addition, internships provide the students with the necessary skills to be effective in the work environment (Seyitoğlu & Yirik, 2014). An internship project is a collaboration of three stakeholders, namely students, industry and universities. There are several values expected from an internship project. First, as a form of learning process into a leader and manager. Next, as a self-development process to become innovators (Kwoka et al., 2014) who are independent and creative individuals. Hence the harmonious relationship between universities and industry in planning, implementation and evaluation will determine the success of this Internship project. The learning success level of this Internship project can be shown by the achievement grade attained by students, whose grade is given by the industry.

The purpose of this research is to assess the Internship project which is attended by the students and supervised by industry. This assessment includes the process and outcome during students' internship project. Assessment of the process means student's ability to complete their work in the workplace. And assessment of outcome is student's attitude or behaviour during the internship project in the industry. Results of these assessments become inputs for higher education, especially in the Faculty of Computer Science, to find out students' achievements and readiness in the workplace.

METHODOLOGY

This research consists of several stages as shown in Figure 1.

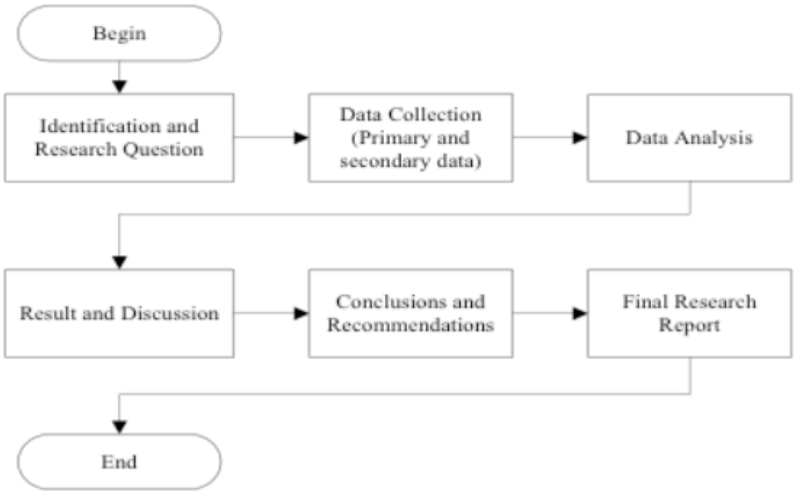

Figure 1 Research Stages

First, problem identification , research question development and literature review were done. Then, data collection involved gathering primary and secondary data. The primary data was taken from the internship project assessment of faculty supervisors. The assessment form consisted of two criteria : "Skill/Knowledge" and "Attitude/Behaviour" aspects that have a value range as presented in Table 1.

Table 1 Range of value

Description	Very Good	Good	Sufficient	Less	Very Less
Range of Value	81-100	65-80	49-64	41-48	0-40

The indicator for the skill/knowledge aspect was Quality/Job Performance, Responsibility and Creativity/Initiative, while the indicator for attitude/behaviour aspect was Discipline, Honesty, Teamwork and Neatness (see Table 2). Likert scale was used to data processing: *Very*

Good (5), *Good* (4), *Sufficient* (3), *Less* (2) and *Very Less* (1). Statistical calculations were used to determine the percentage of assessments by supervisors in both aspects.

Table 2 Criteria and indicator in the assesment form

Criteria	Indicator	Description
Skill/ Knowledge Aspect	Quality/Job Performance	Students ability to write Internship project report and to do the work according to the course obtained.
	Responsibility	Obligation to complete the work on time and suitable with quality requirement
	Creativity/ Initiative	Student creativity in helping and handing the job in the workplace
	Discipline	Time implementation agreement during Internship project
Attitude/ Behaviour Aspect	Honesty	Fairness, the quality of being honest in the workplace
	Teamwork	Interaction with the supervisor and co-workers in the workplace
	Neatness	Regularity in the workplace

Secondary data were obtained from the students' demographics including gender, total number of students of the Faculty of Computer Science who took internship project course.

Results and Discussion is the next stage. It presents the results of data analysis and discusses the result findings. Last stage is the conclusion. Final research report is written to document the research.

RESULTS AND DISCUSSION

Demographic Profile

66 students who had completed an internship project in 2015 participated in the study who have. They consisted of 24 students in the field of computer systems and 42 students in the field of information systems (90% male, 9% female). Table 3 illustrates the demographic profile of respondents

Table 3 Demographic profile of Respondents

Profile	Description	Number of Student	Percentage
Program	Information System Students	42	64%
	Computer System Students	24	36%
Gender	Male	60	90%
	Female	6	9%

Skill/Knowledge Aspect

Table 4 shows the percentage of supervisor's assessment of students' skill/knowledge aspect. There are three criterias in this aspect: quality/ job (performance), responsibility and creativity/initiative. Overall, 48% was rated "*very good*" for quality/Job (performance), responsibility: 52%, and creativity/initiative: 41%. No supervisor gave *less* or *very less* rating for this aspect

Table 4 Skill/knowledge aspect of internship students' assessment

Aspect	Criteria	Very Good	Good	Sufficient	Less	Very Less
		%	%	%	%	%
Skill/ Knowledge Aspect	Quality/Job (Performance)	48%	47%	5%	0%	0%
	Responsibility	52%	45%	3%	0%	0%
	Creativity/ Initiative	41%	51%	8%	0%	0%
Mean		47%	48%	5%	-	-

Attitude/Behaviour Aspect

Table 5 shows the percentage for attitude/behaviour aspect with the following criteria: discipline, honesty, teamwork and neatness. Supervisor considers 62% of the students are already '*very good*' in terms of the

discipline of time in accordance with the agreement made between students and industry.

Table 5 Attitude/Behaviour aspect of internship students' assessment

Aspect	Criteria	Very Good	Good	Enough	Less	Very Less
		%	%	%	%	%
Attitude/ Behaviour Aspect	Discipline	62%	32%	6%	0%	0%
	Honesty	60%	35%	5%	0%	0%
	Teamwork	60%	38%	2%	0%	0%
	Neatness	53%	45%	2%	0%	0%
Mean		59%	37%	4%	-	-

Supervisors also considered 60% of the students '*very good'* in honesty, as well as in teamwork (they could cooperate with colleagues in the industry) and 53% of students got '*very good'* assessment in terms of neatness. No supervisor gave an assessment of '*Less'* or '*Very Less'* in all criteria. Nevertheless, there were supervisors who assessed on scale 3 '*Less*' for students, so it feedback for our Faculty to improve students' performance.

CONCLUSION

There were two aspects of assessment for the internship students : Skill/ knowledge aspect and Attitude/behaviour aspect. Overall, students who attended this internship project got very good results from both aspects. High points were obtained in attitude/behaviour aspect where the average score is 59%, whereas skill/knowledge aspect obtain an average of 47%. No supervisors gave '*Less'* or '*Very Less'* in the assessment, however, there were assessments with low points. This becomes feedback for the university to improve its curriculum to prepare students before entering the workforce.

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Perspective VIII: Reframing the Filipino Entrepreneurial Mindset from Doing Well to Doing Good: A Basis for the Development of the Social Entrepreneurship Education Program for an ASAIHL-Member Institution

Helen M. Rigor

INTRODUCTION

This study is anchored on the education philosophy of St. Paul University Quezon City or SPUQC, an ASAIHL-member university being managed by the Sisters of St. Paul of Chartres congregation in the Philippines. SPUQC binds itself to its education philosophy pertaining to its apostolic mission "with conscious preference for the deprived and of seeking the total formation of the person" (St. Paul University Quezon City (St. Paul University System), 2012). SPUQC has been upholding this philosophy and mission for 70 years in the Philippines, and yet it has not established for itself an aligned brand identity that can differentiate SPUQC from other universities in the country. On the other hand, there is an observed congruence between SPUQC's education philosophy and the definition of Social Entrepreneurship, particularly that of Martin and Osberg (2007), which also "targets an underserved, neglected, or highly disadvantaged population". Such alignment between SPUQC education philosophy and Social Entrepreneurship definition serves as the springboard for this research paper.

BACKGROUND

The evolution of Social Entrepreneurship may be traced from the early undertakings in the social sector, especially those conceived in the late 1970s, to what is generally identified today as social entrepreneurship

(Doeringer, 2010). The broad spectrum of mental models and collection of definitions pertaining to social entrepreneurship may be attributed to the fact that the known pioneering social activities were conceived at a period in which two different regions, Europe and the United States, were looking for distinctive solutions to their respective fiscal problems. These regions came up with varying strategies leading to socially beneficial pursuits that fell in the social enterprise-social entrepreneurship spectrum (Defourny & Nyssens, 2010).

In Asia, social enterprises are moving towards the regular market mainstream and at the same time, they are constantly faced with the challenge of assuring the sustainability of their organisations by creating wealth and profit while maintaining their central focus on their social missions for the marginalised members of society (Dacanay, 2010). In the Philippines, around 2.5 million Filipinos benefited from social enterprises in 2014 (Basa, 2014). Insofar as the Philippine legislation is concerned, there is a bill entitled "Poverty Reduction through Social Entrepreneurship" Act or PRESENT, which is pending in the 17th Congress of the Senate of the Philippines (Aquino et al., 2016). This bill showcases social enterprises or mission-driven organisations as effective poverty reduction tools (Office of Senator Bam Aquino, Bida Ang Mamamayan, 2016).

At SPUQC, on the other hand, its Social Entrepreneurship Education program is viewed as a potential medium for social transformation process to take place by reframing the mindset of its Entrepreneurship students from a purely commercial stance to a social mission-driven standpoint. Thus, to help ensure that the SPUQC SEEd program will be able to achieve this particular mission, there is a need for the institution to ensure that the said program is aligned with the current practices of the widely recognised and successful social entrepreneurs in the country.

The study, therefore, aims to establish a basis for SPUQC SEEd framework that the institution will use as a tool in reframing the Filipino entrepreneurship mindset from doing well to doing good. In order to achieve its primary objective, this research paper seeks to: (1) identify the dynamics of the Filipino social entrepreneurs; (2) determine the positive personal and organisational and personal factors associated with social entrepreneurship practice within the Philippine context, and (3) discover

the social entrepreneurs' common vision for the sustainability of their respective social enterprises. Towards the end of this paper, these dynamics, factors and common vision associated with Social Entrepreneurship are then used as a basis for the development of the SPUQC SEEd framework.

RESEARCH DESIGN

This research paper studies the personal and organisational factors associated with social entrepreneurship in the Philippines through the case study of ten (10) recognised Filipino social entrepreneurs who are regarded as leaders of revenue-generating organisations that are principally and centrally focused on social value creation in the country. In order to achieve the objective of this paper, the Appreciative Inquiry (AI) 4D Model is used as the primary basis for the development of the research tool. This study uses the *four phases of the 4D model: discovery, dream, design and destiny* (Fernando, 2010) to elicit stories from the selected Filipino social entrepreneurs. The extracted stories are used to cull the emerging themes, positive organisational factors, values, strengths and shared vision of the social entrepreneurs and their organisations.

The single research instrument used in this study has been developed by adapting and combining a global-based questionnaire (Lepoutre et al., 2013), a localised qualitative survey used for Filipino Micro-Entrepreneurs, and a 4 D Appreciative Inquiry interview protocol (Balita, 2013) — utilised through the lens of an OD research framework (Austin et al., 2006). The researcher personally conducted the interview with each respondent with the aid of the aforementioned research instrument. After all interviews were conducted and transcribed, theme analysis was done in which emerging themes were identified, and clustered themes were formed leading to the development of the case study.

SOCIAL ENTREPRENEURSHIP: THE CENTRALITY OF SOCIAL MISSION AND THE NECESSITY OF WEALTH CREATION

This study is not an attempt to create a brand new definition for the term social entrepreneurship. On the other hand, this paper aims to gather the emerging theme from the selected literatures that will serve as the

foundation of this research. The most dominant theme that has emerged from this review is the centrality of and explicit reference to social mission. The individuals or organisations involved in social entrepreneurship are seen as leaders who actualise systemic change in order to address social issues and problems for the benefits of the poor and the marginalised (Martin & Osberg, 2007). Social entrepreneurship cuts across all legal forms and personalities from government units, civic organisations to private commercial units (Austin et al., 2006). At present, the social entrepreneurship that places social value proposition at the centre of its operations while maintaining a revenue model to sustain the business is prevalent as it is deemed to have the most potential in sustainability and expansion that can possibly result to scalable, widespread positive change (Massetti, 2008). In the Philippine context, social entrepreneurship gives emphasis to the alleviation of poverty in the country, and inclusion of the poor and the marginalised as primary stakeholders (Dacanay, 2010).

SUMMARY OF FINDINGS

The study reveals that the growth and development of social entrepreneurship in the Philippines are influenced by the same dynamics of commercial entrepreneurship. Both social and commercial entrepreneurs are motivated by profit. The social entrepreneurs possess the same ability and capacity to identify and act on business opportunities. They manifest relentless entrepreneurial attitude and mindset towards the attainment of their aspirations. The important differentiating factor between the social entrepreneurship and commercial entrepreneurship is the centrality of social value creation in the former's entrepreneurial activities—this is as opposed to commercial entrepreneurship in which the ultimate objective is to accumulate private gains. For the respondents, Social Entrepreneurship is the advocacy in itself that utilises the inclusive business model in a transformative platform in which the poor and the marginalised are considered empowered business partners and an essential part of the value chain, and not simply recipients of social aids.

Through the AI 4D approach, the positive organisational and personal factors were extracted from the stories and insights of the Filipino social

entrepreneurs, which resulted in the *three life-giving forces of social entrepreneurship* practices in the country, and these are *(1) leadership, (2) people empowerment, and (3) business process and growth*. Moreover, the social entrepreneurs were found to have *a common created image for their preferred future, and that is the eradication of poverty in their country*. They envision their social enterprises as sustainable organisations, and they aspire for *(1) continued human development and leadership succession, (2) alignment of people's personal values with organisational values, and (3) strong external partnership and supportive policy environment.* In order for them to achieve these aspirations, the social entrepreneurs recognise the importance of relentless and strengthened leadership, people development, and authentic products/services and collaborative partnerships.

CONCLUSION AND RECOMMENDATIONS

As part of the natural course of AI 4D approach, the fusion of the life-giving forces and the resulting common preferred image of the Filipino social entrepreneurs' future has resulted in the study's following provocative propositions:

1. Social entrepreneurs are passionate and committed leaders who consider their involvement in social entrepreneurship as a lifelong mission of coaching and mentoring the new generation of leaders and social entrepreneurs.
2. The people working for and with the social enterprises are empowered, united and collaborative as they align their personal vision with the organisational vision.
3. The authenticity, integrity and scalability of products and services and the strong collaboration and external partnership fuel the sustainability of the social enterprises.

It is then recommended that SPUQC should use these provocative statements as design statements that will lay the foundation for the development of the SPUQC SEEd Program. SPUQC may consider

integrating the three life-giving forces— leadership, people empowerment, and business process and growth into the core of its Social Entrepreneurship curriculum. Instead of focusing on the product or service development only, academic leaders of SPUQC may integrate leadership development, coaching, mentoring, and people empowerment in the core subjects or as part of the professional electives or co-curricular training of the students in their Social Entrepreneurship program.

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Perspective IX: Benefits from Industrial SMEs to Student Entrepreneur Learning

Andini Dwi Arumsari, Sri Wiwoho Mudjanarko, Bustomi, Natalia Damastusti and Devita Anggraini Lestari

INTRODUCTION

Narotama University is a private university located in the city of Surabaya, East Java, Indonesia, and ranks fourth as a superior private university in 2016. This Narotama University has 2377 students from 11 study programs. The Government of Indonesia through the ASEAN Economic Community (AEC) encourages the promotion of e-commerce. It hopes e-commerce would survive and flourish and dominate Indonesian trade among ASEAN countries. The tremendous trade potential through e-commerce which is capable of reaching US $ 130 billion in 2020 has emboldened the government to implement it. The Minister of Communication and Information said that the potential of e-commerce in Indonesia is currently quite high and will continue to increase. Total e-commerce transactions in Indonesia in 2014 reached $ 12 billion, an increase of almost 50% from 2013, and is expected to continue to increase in the future. The government has designed a roadmap of government regulations on e-commerce business which classified into three categories, namely Small and Medium Enterprises (SMEs), e-commerce company that has been established, and start-up business working in the technology field. The roadmap includes funding and investment, logistics, taxation, ICT infrastructure, and consumer protection. Rudiantara, the Minister of Communications and Information Technology said that with "Every problem, there arises an opportunity". Narotama University's students acquire entrepreneurial skills through the curriculum which increases their knowledge to build small and medium enterprises and know their chances of success and drawbacks. The concept of complete entrepreneurship as proposed by Joseph Schumpeter, is the breaking of the existing economic system by introducing new goods and services, by creating a new form of organisation

or processing new raw materials. Meanwhile the Indonesian Government through the Ministry of Communications and Information Technology has also prepared a roadmap for e-commerce which is classified into three categories, that is small and medium enterprises, e-commerce company that has been established and start-up business working in the technology field as shown in Figure 1 below:

Figure 1 Roadmap E- commerce Indonesia

Source: https://kominfo.go.id/index.php/content/detail/6384/Roadmap-E-Commerce-Indonesia/0/infografis

METHODOLOGY AND DISCUSSION

A survey was conducted on 195 new students of the 2016 academic year to gauge their interest in the entrepreneurship course in Narotama University. The respondents were asked about the type of desired job before graduation or after graduation, home school and study chosen. The survey also enquired about e-commerce for students who started their business as well as the internship-sized enterprises (MSEs). Figure 2 shows that 51% of the university's new students a from Senior High School (SMA), 47% came from vocational schools and 2% came from other universities through transfer.

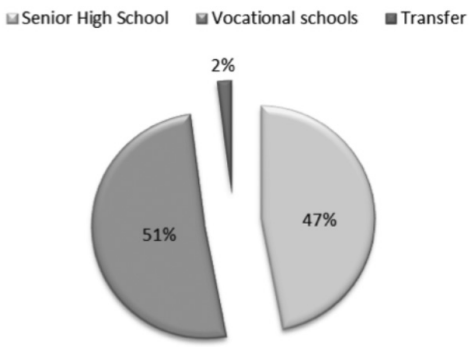

Figure 2 School

As to choice of study 34% of the respondents were interested in economic studies, 23% in Civil Engineering, 15% in SI, 13% in Legal Studies, 8% in IT studies, 7%in SK studies and 0% in Early Childhood Studies (PAUD) as shown in Figure 3.

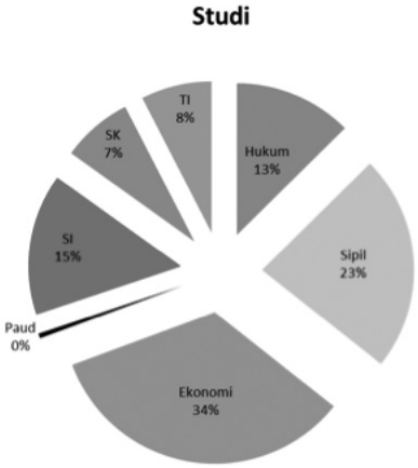

Figure 3 Choice of Study

From the survey of new students Narotama University obtained a description of high interest to become entrepreneurs as in Figure 4.

The desire of students was 44% to engage in business, 27% to become government employees or engage in business and 22% wanted to be government employees, while 7% did not want to become government officials.

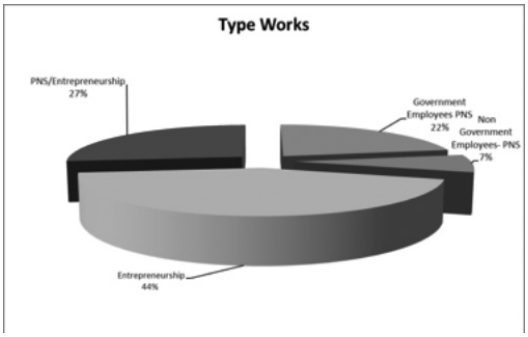

Figure 4 Type of Works

There was high interest among students for internship opportunities in the small and medium enterprises. The small and medium enterprises (SMEs) are needed to hone students skills in business. Figure 5 shows a student learning to sew a bag in the Dtwins Sidoarjo Indonesia. Under the guidance of an instructor, within 1 month the female students can make their own bags.

Figure 5 Student Internship Bag Dtwins Production SMEs

Source: http://www.ibk-narotama.com/429761697

In the era of globalisation, the role of Information and Communication Technology (ICT) as a means of supporting business development is very important. Many businesses have used ICT to expand their businesses because ICT has enabled all the activities related to the business to be done fast and more easily. An e-commerce web has been created for Narotama's students to do marketing on the internet. The use of ICT will greatly help the interns from the SME sector to grow the business in the future. Figure 6 shows the business of a student in the consulting services field being promoted through the web. (www.ibk-narotama.ac.id)

Figure 6 www.ibk-narotama.ac.id

CONCLUSION

From the results of the survey research, it was found that 51% of the university's new students came from Senior High School (SMA), 47% came from vocational schools and 2% came from other universities through transfer. 34% of the students were interested in Economic Studies, 23% in Civil Engineering and 0% in Early Childhood Studies (PAUD). 44% of the students desired to become entrepreneurs while 22% preferred to become government employees. The small and medium enterprises hone the skills of the interns. The use of online web marketing tools is expected to increase students' confidence to market their products and improve their marketing results.

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Perspective X: Student's Entrepreneurial Intention: From Concept to Measurement

Bayu Airlangga Putra and Hermien Tridayanti

INTRODUCTION

Entrepreneurship is a key for the advancement of a country, especially in this era of rapidly changing global business environment. It is widely recognised by most scholars that entrepreneurship is one of the most powerful engines for economic growth (Kuratko, 2005). This is because entrepreneurs open large number of new businesses that provide jobs for more labour, which in turn reduces the level of unemployment. Entrepreneurs also tend to be innovative in their business operations. For instance, they often use technology that can enhance the production process efficiency and increase the competitive advantage of their countries.

In general, it can be said that entrepreneurship knowledge is a critical factor to attain success (Welsh & Dragusin, 2013). This is because by becoming an entrepreneur, a person could have several valuable competencies, such as exploiting opportunities, recombining available resources, bearing uncertainties in the execution, and acting based on his creative ideas (Gümüsay, 2015; Nadim & Singh, 2011).

Therefore, creating as many entrepreneurs as possible is a strategic activity that should be done urgently by governments. Higher education institutions, as partners of the government in the education sector, have a strategic role assisting in the process of entrepreneurship creation. Many studies show a strong relationship between the education sector and the emergence of entrepreneurs. For instance, one study finds that the role of resources and other support mechanisms in the educational environment positively impacts students' perception of entrepreneurship as career choice (Johannisson, 1991). This notion has triggered most universities to adopt an entrepreneurship-oriented curriculum.

However, in order to properly develop an entrepreneurship-oriented curriculum, a consideration of the current level of the students' entrepreneurial intention needs to be pondered upon. This is because an

appropriate entrepreneurship-based curriculum needs a baseline to set a realistic target in developing entrepreneurship potential among students. By knowing the current level of students' intention to set up a business venture, the curriculum could be well designed with a target to increase such intention to a higher level. Accordingly, to determine the baseline, measuring students' entrepreneurial intention is a must.

ENTREPRENEURIAL INTENTION CONCEPTS

Entrepreneurial intention is such an important concept because it represents the main elements in the initiation of a new business (Linan & Chen, 2009). According to Thompson (2009), individual entrepreneurial intent is a self-acknowledged conviction by a person that he intends to set up a new business venture and consciously plans to do so at some point in the future, or to create new values within existing companies (Thompson, 2009; Fini et al., 2009). One's intention towards entrepreneurship can be considered as the primary predictor to becoming an entrepreneur (Iqbal et al., 2012). In other words, entrepreneurial intention precedes or predicts entrepreneurial behaviour or entrepreneurship, even for the very long term in the future (Ajzen, 1991; Liñán & Fayolle, 2015).

Entrepreneurial intentions show how ready an individual is to engage in entrepreneurship. They serve as indicators of how intensely one is prepared and how much effort one is planning to commit in order to carry out entrepreneurial behaviour (Debarliev et al., 2015).

Solesvik *et al.* (2014) claimed that entrepreneurial intention can be triggered by an event during an individual's life path. An individual's intention to become an entrepreneur requires the action event to be perceived as desirable (i.e. the attractiveness of becoming an entrepreneur) and feasible (i.e. an individual is confident that the action event will be realised). Entrepreneurial intention is also associated with certain psychological characteristics such as need for achievement, internal locus of control, tolerance for ambiguity, and propensity for risk-taking (Bygrave, 1989).

INDICATORS FOR MEASURING STUDENT'S ENTREPRENEURIAL INTENTION

The indicators are extracted from studies of relevant literature on entrepreneurial intentions. Three sessions of focus group discussion (FGD) were conducted in early October 2016 to capture the students' perspective towards entrepreneurial intention among them. A total of 51 students of Narotama University were involved in the FGDs, with seven of them already entrepreneurs. The FGDs sought to find indicators reflecting an empirical level of the abstract construct of students' entrepreneurial intention. This is important because in order to measure the reality, we need a level of knowledge that is verifiable by experience or observation (i.e. empirical level) (Zikmund et al., 2009). The following table shows the suggested indicators of a student's entrepreneurial intention.

Table 1 List of Student's Entrepreneurial Intention Indicators

No.	Indicator	Reference
1.	Intention to set up a company in the future	Thompson (2009)
2.	Carefulness in planning the future	Thompson (2009)
3.	Reading business newspaper/magazine	Thompson (2009)
4.	Persistence in searching business opportunity	Thompson (2009)
5.	Saving money to start a business	Thompson (2009)
6.	Reading literature about financial planning	Thompson (2009)
7.	Time spent to learn about starting a firm	Thompson (2009)
8.	Experiencing certain events encouraging to start a business	Solesvik *et al.* (2014)
9.	Certain need to have achievement during lifetime	Bygrave (1989)
10.	Need of greater control toward oneself	Bygrave (1989)
11.	Taking responsibility for what happens to oneself	Bygrave (1989)
12.	Willingness to take risks	Bygrave (1989)
13.	Willingness to utilise creative ideas	FGD
14.	Willingness to open more job opportunities	FGD
15.	Need of greater independence	Bygrave (1989), FGD

cont. Table 1

16.	Need to get additional income (financial reason)	FGD
17.	Perception of difficulty to find job	FGD
18.	Willingness to utilise extra money more productively	Thompson (2009), FGD
19.	Willingness to catch business opportunity	Thompson (2009), FGD
20.	Willingness to become a leader	FGD
21.	Interest in several business figures and their success	Solesvik *et al.* (2014), FGD
22.	Willingness to utilise social networks that already exist	FGD
23.	Need to have a better future	Thompson (2009), FGD

SUMMARY

The primary limitation of this study is that it did not discuss the more holistic theories regarding entrepreneurial intention. One well-known theory is Ajzen and Fishbein's theory of planned behaviour, which says that the behavioural intention depends on two other constructs: subjective norms and attitudes (Ajzen & Fishbein, 1980). However, for the purpose of merely capturing a baseline of entrepreneurial intention among students, at this point, focus in the single construct of entrepreneurial intention was regarded as sufficient. At this phase, this study only generated indicators of entrepreneurial intentions among university students. For the next phase of this research, the authors plan to convert these indicators into several statements of a questionnaire. Finally, the questionnaire would need to be statistically tested for its validity and reliability as an instrument for measuring a student's entrepreneurial intention.

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Perspective XI: Business English Course: Practical Enabler of Global Competition for Students of Narotama University

Elok Damayanti, Sri Wiwoho Mudjanarko,
Ani Wulandari, Iswahyu Dhaniarti,
Hermien Tridayanti, Rinda Amalia

INTRODUCTION

It is commonly a difficult task to find the right and the most comprehensive range of materials for the English for Business School and ESP courses to suit a range of students' needs in the workplace. Whether students are at work or still studying, this paper is concerned with the language, skills, and additional resources that students who are working or studying need to progress in their future career. Since the workplace is evolving globally more than ever owing to economic globalisation, students and professionals need appropriate and relevant English to communicate effectively in a variety of business situations. To this end, the courses should comprise communication skills not solely for the office, but also for the use in specific workplaces, such as factories, hotels, laboratories or corporate organisations. This course instruction, in general, specifically involves skills development in spoken and written English to carry out specific academic or workplace tasks. (Liton, 2015).

In order to meet the demands of modern entrepreneurs, every university graduate for the post of senior manager should be able to use English for work. Effective internal and external communication is essential to the success of any business, but professionals (non-native speakers) who need to communicate with each other in the English language can greatly benefit from learning Business English.

Narotama University has five faculties, namely Faculty of Economics and Business, Faculty of Law, Faculty of Civil Engineering, Faculty of Computer Science, the Faculty of Teachery and Educational Sciences. The students from this university compete with other universities to enter the labour market.

ENGLISH FOR BUSINESS LEARNING PLAN SEMESTER

Business English courses at the Faculty of Economics and Business at University Narotama is provided to students whether they are working or who are still in college dealing with the challenges of the working world.

Course Description

Business English provides instruction in steps; builds writing, reading, and critical thinking, and combines practical office activities. Each chapter has integrated examples that unify the discussion and form a common, easy-to-understand basis for discussion and exploration. This puts students at ease and allows for greater understanding and demonstration of mastery of the material.

General Instructional Objectives

After following this course, learners are able to:

1. Prepare questions that an interviewer and applicant would ask and respond to employment interview questions
2. Describe the activity/staff of a department and describe the equipment/ premises of a department
3. Give opinions about business ethics and framework, also discuss the advantages of a company in behaving ethically
4. Discuss the roles of business leaders and state the main goals of a company
5. Make suggestions for planning a project and discuss the important conditions for people starting new businesses
6. Make suggestions to improve work environment and talk about stress at work
7. Talk about the bill payment and talk about an account and credit
8. Make concessions and bargain, also reject suggestions
9. Report and promote sales, also understand cultural awareness and differences in marketing

10. Prepare for and make presentations
11. Prepare for meetings and deal with interruptions during meetings
12. Prepare for negotiation and negotiate, also compare different styles of negotiator and negotiation
13. Talk on the telephone and take/leave a message, also address others with respect
14. Make a reservation for a flight and know how to behave appropriately on a business trip

Subject Discussion & Sub-Subject Discussion

No.	WEEK	SUBJECT DISCUSSION	SUB-SUBJECT DISCUSSION
1	I	1. Careers 2. Employment Vocabulary	• Role of interviewer and interviewee • Learning and understanding employment vocabulary
2	II	1. Organisation 2. Company Structural Vocabulary	• Organisation structure • Learning and understanding company structural vocabulary
3	III	1. Business Morality 2. Managing People	• Advantages of a company in behaving ethically • Talk about a colleague you work (ed) with
4	IV	1. Leadership 2. Stress	• Type of Leadership • How to overcome stress in work/office
5	V	1. Planning 2. Contracts Vocabulary	• How do you plan your daily and weekly activity? • Learning and understanding contracts vocabulary
6	VI	1. Money Management 2. Money and Financial Terms	• Talking about the bill payment, an account and credit • Learning and understanding money and financial terms

7	VII	3. Trade 4. Banking and Import/ Export Vocabulary	• Buy, sell and bargain • Learning and understanding Banking and Import/ Export Vocabulary
Comprehensive Evaluation 1			
8	VIII	1. Marketing 2. Advertising, Marketing, Selling Vocabulary	• What did you buy? When you buy things, what factors do you consider? (price, design, brand, etc.) • Learning and understanding Advertising, Marketing, Selling Vocabulary
9	IX	1. Presentation 2. Presentation Vocabulary	• Preparing and making a presentation • Learn and understanding Presentation Vocabulary
10	X	1. Meeting 2. Meeting Vocabulary	• Preparing and conducting meeting in the office • Learning and understanding Meeting Vocabulary
11	XI	1. Negotiation 2. Insurance and Law Vocabulary	• Understanding the technique of negotiation and negotiate • Learning and understanding Insurance and Law Vocabulary
12	XII	1. Dealing with problem 2. British / American Vocabulary	• State problems and deal with problems by finding solutions • Learning and understanding British/ American Vocabulary
13	XIII	On the telp	• Manners while talking on the telephone and taking/leave a message • Technique of talking on the telephone
14	XIV	Going on a Business Trip	• Learning business culture while going on a business trip • Making reservations for a flight and accommodation
Comprehensive Evaluation 2			

CONCLUSION

Implementation of the Business English course for students who are still in college or already working is desperately needed in the future, with special emphasis on communication skills such as listening, speaking and writing to help students to communicate as needed. Second, actual practice in the classroom with the help of practitioners is an effective way such as talking on the telephone technique, teleconferencing, business negotiations, or business trip, etc, to build the communication skills of students in work and business situations. Third, give tasks in accordance to the semester learning modules to support skills in problem-solving at work place. Fourth, effective teaching is supported by audio, video, internet, or art films that are integrated in the learning process.

Finally, it is suggested to complete the Business English course with additional materials through continuous practice in accordance with the needs of the students. It will also open greater opportunities for those who are entering the labour market, and can compete with graduates from other universities.

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Perspective XII: Fulfilment of ASEAN Economic Community Market Needs through ASEAN Course in University and ASEAN Study Centre

Rinda Amalia, Ani Wilandari and Elok Damayanti

INTRODUCTION

International economic integration is a major force in the world today. The European Union continues to add new members. In the western hemisphere the North American Free Trade Area of Canada, Mexico, and the United States is a well-established organisation that may serve as a building block for a Free Trade Area of the Americas. Other free trade areas such as that sponsored by the Association of South East Asian Nations are emerging in Asia and the western Pacific. And in most regions of Africa, despite formidable hurdles, some types of economic integration are developing (Das, Menon, Severino, & Shrestha, 2013). If international economic integration were primarily an economic process, the incapacity of economics to analyse politics would not matter much. But international economic integration is much more than an economic process. *It is an economic and a political process that also involves political economy.* As such international economic integration needs illumination from economics, politics, and from the modern version of political economy. Of course, economics and politics are related in every grouping involved in international economic integration. This relation originates in the nature of bureaucracy which automatically adds politics to whatever an organisation claims to be doing (McCarty, 2006). Globalisation, Domestic Politics and Regionalism relationship between globalisation and regionalism were done through a detailed examination of the ASEAN Free Trade Area (AFTA) project (Nesadurai, 2005).

The ASEAN Economic Community (AEC) Blueprint was then adopted in 2007. The AEC Blueprint serves as a coherent master plan guiding the establishment of the AEC. It identifies the characteristics and elements of

the AEC with clear targets and timelines for implementation of various measures as well as pre-agreed flexibilities to accommodate the interests of all ASEAN Member States. Taking into consideration the importance of the external trade to ASEAN and the need for the ASEAN Community as a whole to remain outward looking, the ASEAN Economic Community (AEC) envisages the following key characteristics: (a) a single market and production base, (b) a highly competitive economic region, (c) a region of equitable economic development and (d) a region fully integrated into the global economy (Secretariat, 2011).

SINGLE MARKET AND PRODUCTION BASE

With the realisation of the ASEAN Economic Community, ASEAN will become a single market and production base. The establishment of ASEAN as a single market and production base will make ASEAN more dynamic and competitive with new mechanisms and measures to strengthen the implementation of its existing economic initiatives, accelerating regional integration in priority sectors, facilitating movement of business persons, skilled labour and talents, and strengthening the institutional mechanisms of ASEAN. An ASEAN single market and production base comprises five core elements: (i) free flow of goods; (ii) free flow of services; (iii) free flow of investment; (iv) freer flow of capital; and (v) free flow of skilled labour (Secretariat, 2011).

COMPETITIVE ECONOMIC REGION

The creation of a stable, prosperous, and highly competitive economic region is the goal of ASEAN economic integration. There are six core elements under the competitive economic region: (i) competition policy; (ii) consumer protection; (ii) intellectual property rights (IPR); (iv) infrastructure development; (v) taxation; and (vi) e-commerce (Secretariat, 2011). ASEAN member states have committed themselves to introduce nationwide competition policies and laws (CPL) to ensure a level playing field and incubate a culture of fair business competition for enhanced regional economic performance in the long run (Ahiakpor, 2001).

EQUITABLE ECONOMIC DEVELOPMENT

Under equitable economic development there are two elements: (i) Small and Medium Enterprise (SME) development and (ii) Initiatives for ASEAN Integration. These initiatives move towards bridging the development divide both at the SME level and enhance economic integration of Cambodia, Laos PDR, Myanmar and Vietnam (CLMV) to enable all Member States to move forward in a unified manner and to enhance ASEAN's competitiveness as a region as well for all to benefit from the integration process (Ouli, 2012).

INTEGRATION WITH GLOBAL ECONOMY

ASEAN operates in an increasingly inter-connected and highly networked global environment with interdependent markets and globalised industries. In order to enable ASEAN businesses to compete internationally, to make ASEAN a more dynamic and mainstream global supplier and to ensure that the internal market remains attractive for foreign investment, ASEAN has to look beyond the borders of AEC. Two approaches taken by ASEAN in integrating with the global economy are: (i) a coherent approach towards external economic relations through Free Trade Agreements (FTA) and Closer Economic Partnerships (CEP); and (ii) enhanced participation in global supply networks (McCarthy, 2006).

International organisations are diverse and complex, with overlapping and sometime conflicting social, legal and political dimensions. Their complexity allows for an equally diverse field of study. Viewing international organisations as resources rather as solutions to problems helps emphasise some limits on their power and usefulness. International organisations may be thoroughly marginalised when powerful actors seek to keep them out, or when no one sees an advantage in bringing them into action (Hurd, 2011).

On the eve of a new century and in order to fulfil the ASEAN Economic Community aims, there is unprecedented demand for and a great diversification in higher education, as well as increased awareness of its vital importance for sociocultural and economic development and for building the future, for which the younger generations will need to

be equipped with new skills, knowledge and ideals. Narotama University to support those needs, created ASEAN Study Centre collaborating with Ministry of Foreign Affairs and provided 2 (two) subjects in the Faculty of Law.

ASEAN STUDY CENTRE (ASC)

ASC was created with the vision realizing an Indonesian society that has global competitiveness to face the ASEAN Community and Mission:

1. Preparing Indonesian society to face the ASEAN Community through education, research and community service.
2. Increasing competence and character of Indonesian society to face ASEAN Community. ASC has 3 main research subjects. They are economic, youth, and small and medium enterprises (SME).

COMPARISON OF ASEAN STATE LAW

ASEAN has been an important regional association. It is active in promoting trade liberalisation and political stability. ASEAN members have, through the years, signed several treaties to promote trade and investment activities in the region. Of the numerous ASEAN legal milestones, the most significant and recent one is the ASEAN Charter. Its signing in 2007 coincided with ASEAN's 40th year of existence. The Charter adds to the legal infrastructure of the organisation, including elements relating to dispute settlement. It is, however, by no means the only significant treaty of ASEAN, as a number of the other agreements had already set up important legal commitments in the areas of trade and investment liberalisation and integration. Due to the diversity laws among ASEAN members, Faculty of Law, Narotama University, thinks that we need to learn about the Laws in ASEAN. To fulfil that, we provide as below:

1. Definition and scope of international agencies
2. The Institute for Global Level
3. The Regional Level

4. ASEAN and European Community
5. Charter
6. ASEAN Organisation
7. Legal System of ASEAN Countries
8. Social and Cultural Pillar
9. Political and Security Pillar
10. Economic Pillar
11. Economic Integration
12. Regional Trade Area
13. Framework for ASEAN cooperation in the Field of Law towards establishment of ASEAN Community oriented Law (Rules Based)

ASEAN ECONOMIC LAW

The AEC Blueprint comes with a matrix called "Strategic Schedule", most of which lays down very specific measures to be taken in 4 two-year tranches until 2015 while the ASEAN vision of creating an economic community marked by the free flow of goods, services, foreign direct investment and skilled labour and the "freer flow of capital". AEC Blueprint is to be regarded as ASEAN's aspirations and commitments pointing in the general direction of creating the region as a single market and production base.

In order for graduate students at University Narotama to take advantage of the positive impact of ASEAN Community, we provided the following syllabus:

1. Regional Trade Agreements
2. Comparison of Regional Economic region between Europe and America
3. The ASEAN Economic Community by the WTO
4. Trade in Goods
5. Trade in Services

6. Professional Labour Movement
7. Investment
8. Economic Integration
9. Policy on Competition and Consumer Protection
10. Free Trade Agreements
11. Import Duty Tariff Policy
12. Profile Trade between members of ASEAN Community
13. ASEAN Relations with parties outside the ASEAN economies
14. Opportunities and challenges facing Indonesia and the laws to protect national interests.

SUMMARY

Educational needs to meet era demands, especially when facing the development of the ASEAN community has encouraged Narotama University to prepare its alumni to win in this era of competencies. Therefore, the ASEAN Study Centre has played a key role to provide Asean Economic Law and Comparative of ASEAN Law Courses.

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Perspective XIII: Utilisation of Printed and Electronic Learning Materials Among Undergraduate Students in EARIST-College of Business Administration: Basis for Promoting Informational Literacy

Willy O. Gapasin

INTRODUCTION

Instruction and research in the twenty-first century rely on individual skills and on the best information accessible to students and researchers. Information literacy encompasses more than good information-seeking behaviour. It involves abilities to recognise when information is needed and then to phrase questions designed to gather the needed information. It includes evaluating and using information appropriately and ethically once it is retrieved from any media, be it electronic, human or print.

The study resulted in several notable findings that strengthen the objectives as well as the preliminary hypothesis of the research work. The salient findings of the study are as follows:

Sub-problem No.1 : What is the profile of the undergraduate students of EARIST-College of Business Administration?:

The total respondents were 200 students from the following courses, namely: Bachelor of Science in Business Administration, Bachelor of Science in Office Administration, Bachelor of Science in Entrepreneurial Management, and Bachelor of Science in Human Resource Management. There were 50 students or twenty-five per cent (25%) from each course.

The gender' distribution of the respondents was sixty-seven (67) or 3.50% males, and one hundred thirty-three (133) or 66.50% females.

Forty-five (45) or 22.50% were first year students, fifty-eight (58) or 29% second year students, sixty-three (63) or 31.50% third year students, and thirty-four (34) or 17% fourth year students.

Sub-problem No. 2: What are the most common printed and electronic learning materials utilised by the undergraduate students of EARIST-College of Business Administration?

- Printed Learning Materials
  The common printed learning materials utilised were ranked from 1 to 4 respectively: printed books with one hundred sixty-eight (168) or 84%, printed research articles with one hundred forty-eight (148) or 74%, printed journals with one hundred thirty (130) or 65%, and newspapers with ninety-three (93) or 46.50%.
- Electronic Learning Materials
  The common electronic learning materials utilised ranked from 1 to 6 respectively: online websites with one hundred and twenty-six (126) or 63%, online newsfeeds with one hundred and twenty-three (123) or 61.50%, online magazines with one hundred and thirteen (113) or 56.50%, electronic books with one hundred and ten (110) or 55%, online journals and online research articles with one hundred and four (104) or 52%.

Sub-problem No. 3: Is there significant difference between printed and electronic learning materials utilised by the undergraduate students of EARIST-College of Business Administration?

The significant difference between printed and electronic learning materials utilised by the undergraduate students of EARIST-College of Business Administration: BSBA students computed t-value of 0.441, BSOA students t-value of 0.305, BSEM t-value of 0.170, BSHRDM t-value of 0.464 and as to total with t-value 0.325 which is lower than the critical value of 1.833 at 5% level of significance. Hence, there is no significant difference between printed and electronic learning materials utilised by the undergraduate students of EARIST-College of Business Administration; therefore, this leads to acceptance of the null hypothesis.

Sub-problem No. 4: What is the extent of printed and electronic learning materials utilised by the undergraduate students of EARIST-College of Business Administration in terms of:

- Frequency usage;
  The frequency usage of printed learning materials were ranked as: everyday and twice a week with sixty (60) or 30%, once a week with fifty-nine (59) or 29.50% and not regular with twenty-one (21) or 10.50%.

  The frequency usage of electronic learning materials were ranked as follows: twice a week with seventy-four (74) or 37%, everyday with sixty-four (64) or 32%, once a week with fifty (50) or 25%, and not regular with twelve (12) or 6%.

- Purpose; and
  The purpose of utilisation of the printed learning materials by undergraduate students are as follows: research with one hundred and sixty-five (165) or 82.50%, assignment with one hundred and forty-five (145) or 72.50%, review with one hundred five (105) or 52.50%, reference with one hundred (100) or 50%, and journal reading with ninety-two (92) or 46%.

  On the other hand, the purpose of utilisation of the electronic learning materials by undergraduate students are as follows: research with one hundred and fifty-five (155) or 77.50%, assignment with one hundred and forty-two (142) or 71%, reference with one hundred thirteen (113) or 56.50%, review with one hundred eight (108) or 54%, and journal reading with one hundred and one (101) or 50.50%.

- Efficiency
  The assessment of printed learning materials' efficiency are as follows: Free from bias as reasonably possible and appropriate for general age and maturity level of the audience with one hundred fifty-two (152) or 76%, Offer high physical and technical quality and appealing to the intended audience with one hundred forty-five (145) or 72.50%, User-friendly that fosters deeper understanding of the subject addressed with one hundred thirty-six (136) or 68%, Offer content that is current accurate and authentic with one hundred thirty-four (134) or 67%, and

Well-organised and high literary quality with one hundred thirty-one (131) or 16.50%.

As to the electronic learning materials' efficiency, the assessment are as follows: Offer high physical and technical quality and appealing to the intended audience with one hundred forty-nine (149) or 74.50%, Offer content that is current accurate and authentic, and Free from bias as reasonably possible and appropriate for general age and maturity level of the audience with one hundred forty-three (143) or 71.50%, Well organised and high literary quality and User friendly that foster deeper understanding of the subject addressed with one hundred thirty-five (135) or 67%.

Sub-problem No. 5: Is there a significant difference between the extent of printed and electronic learning material among undergraduate students of EARIST-College of Business Administration?

The significant difference between printed and electronic learning materials utilised by the undergraduate students of EARIST-College of Business Administration as to frequency of usage computed t-values of: everyday with 0.129, once a week with 0.189, twice a week with 0.211, and not regular with 0.251 which is lower than the critical value of 1.943 at 5% level of significance. Hence, there is no significant difference between printed and electronic learning materials utilised by the undergraduate students of EARIST-College of Business Administration as to frequency of usage; therefore, this leads to acceptance of the null hypothesis.

The significant difference between printed and electronic learning materials utilised by the undergraduate students of EARIST-College of Business Administration as to purpose computed t-values of: research with 0.148, reference with 0.105, review with 0.020, assignment with 0.038, and journal reading with 0.035 which is lower than the critical value of 1.860 at 5% level of significance. Hence, there is no significant difference between printed and electronic learning materials utilised by the undergraduate students of EARIST-College of Business Administration as to purpose; therefore, this leads to ance of the null hypothesis.

The significant difference between printed and electronic learning materials utilised by the undergraduate students of EARIST-College of

Business Administration as to efficiency computed t-values of: Offer high physical and technical quality and appealing to the intended audience with 0.051, Well-organised and high literary quality with 0.044, Offer content that is current accurate and authentic with 0.150, Free from bias as reasonably possible and appropriate for general age and maturity level of the audience with 0.226, and User-friendly that fosters deeper understanding of the subject addressed with 0.009 which is lower than the critical value of 1.860 at 5% level of significance. Hence, there is no significant difference between printed and electronic learning materials utilised by the undergraduate students of EARIST-College of Business Administration as to efficiency; therefore, this leads to acceptance of the null hypothesis.

CONCLUSION

Based on the findings of the study, the following concluding statements are drawn:

1. Female third year students are common users of printed and electronic learning materials in the college.
2. Students still prefer to use printed books and online websites as source of information for their studies.
3. Printed and electronic materials are equally utilised among students.
4. Students regularly use the printed learning materials compared to electronic learning materials which are quite often for research purpose with different factors to be considered in the selection of information.
5. Printed and electronic learning materials are both positively providing quality information for students.

RECOMMENDATIONS

On the basis of the preceding findings and conclusions the following are recommended:

1. Students should be encouraged to visit the library and motivated to read and use the printed and electronic learning materials at all times.

2. Create college libraries and increase new printed learning materials for updating. This can help students to be mindful of what are new and what had changed in the present of business industry.
3. Conduct seminars on plagiarism for the students to be aware on ethics and proper gathering of information. Likewise, to educate undergraduates about resources and how to use them.
4. Curriculum integration on information literacy is best taught with writing and other related skills that increase emphasis on students as creators of knowledge, not just consumers.
5. Practise the evaluation of information through currency, reliability, authority and purpose.

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Perspective XIV: Factors Motivating Teachers to Choose Teaching as a Career

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INTRODUCTION

Planned Behaviour Theory claims that interest and choice are the result of decision-making process which depends on motivation as reflected in the intention to choose to engage or not engage in a behaviour (Ajzen & Madden, 1986). Motivation is an important determining factor for an individual in choosing a specific career. Motivation is one of many reasons or causes that explains why people behave the way they do.

There are numerous professional careers to choose from, one of which is teaching. Teachers are arguably the most important group of professionals for our nation's future as it is the most important factor in determining the success of education. All countries would want to have quality teachers to educate the children. Nonetheless, many countries are facing shortage of teachers and the problem exists in all Organisation for Economic Co-operation and Development (OECD) countries (OECD, 2005). In another study, it was found that about 60% out of 159 countries surveyed were worried about the lack of qualified teachers, and it was discovered that another 40% of the countries surveyed had more teachers than they need (Provost, 2011).

In Malaysia, we have more than enough teachers to educate our nation's children. Teacher student ratio in Malaysia is at 1:13, much lower than the OECD average of 1:16 (MOE, 2013). Based on this ratio, we would expect Malaysian students to perform better than students from other countries. Based on the international assessment, it was shown that students in Malaysia performed at the bottom third of the 74 participating countries (MOE, 2013). A survey conducted by Akademi Kepimpinan Pendidikan Tinggi (AKEPT) in the year 2011 found that 50% of the lessons were delivered in an unsatisfactory manner. This statistic is quite alarming

because 60% of the 410, 000 teachers will be in the teaching force for the next 20 years. Throughout the years, the Malaysian government had invested a huge sum of money in teacher education, but the outcomes are not as high as expected (MOE, 2013) and poor lesson delivery could be the reason behind it. So what actually is happening to the teachers when such an issue arises? If they are not performing as expected, why in the first place have they chosen teaching as their profession? We must determine what motivate them to choose teaching as their career if they are not able to deliver the lesson as expected.

STUDIES ON TEACHING AS A CAREER CHOICE

Career development is a lifelong process of engaging the work world through choosing among employment opportunities made available to them (Bandura et al., 2001). Choosing a career is one of the decisions every individual has to make. When a person makes a career choice, he or she will look at many situational, individual, and organisational factors. Making the right choice of a profession will determine and shape one's future. Making the right choice means a lot to a person because it is related to income-generation, job satisfaction, security, respect, and attainment of success.

Understanding what motivates teachers to choose teaching is very important if we are to solve the non-performing aspect of teaching as stated earlier. We need to choose potential teachers who are highly motivated to teach. This action has to take place prior to their entrance into the profession. In terms of teacher education, understanding the motivation to teach may shed light on who will enter the teaching profession, stay in the profession, and the way they will go about their teaching (Müller et al., 2009). The types of motivation that lead someone to choose teaching as a career will subsequently affect their professional engagement when teaching their students (Tomšik, 2016). Studies have shown that teacher motivation into teaching can be classified as intrinsic, extrinsic, and altruistic (Lam, 2012).

Intrinsic motivation comes from the inner personality structure. Therefore, it is more durable and effective than other types of motivation. Intrinsic motives are the most frequent cited factor when choosing

teaching as a career. They are considered the most important because they are directly related to the content of career, and they are predominately good professional engagement in this field. Therefore, intrinsic motives represent "the key to success" in the teaching career. Intrinsic personality motives include competence, enthusiasm and interest. Intrinsically motivated individuals do something "for its inherent satisfaction rather than some separable consequences" (Deci & Ryan, 2000). Teachers who are intrinsically motivated focus on teaching and activities related to the job itself. The satisfaction of teaching is the driving force for them to be in the teaching profession.

Studies showed that teachers are in the teaching profession because they think they are contributing to the society. Altruistic motivation also plays an important role when choosing teaching as a career. Altruistic motive may be understood as the desire to improve well-being of others. It is connected with the concept of pro-sociality and it covers doing things intentionally to help another person or a group of people. Altruistic motives are closely related to intrinsic motives because they correspond with the career content. Undergraduate teacher education students from Hong Kong and mainland China have cited altruistic, intrinsic and extrinsic reasons as their main motivations for choosing teaching as their career choice (Gu & Lai, 2012). The altruistically motivated teacher views teaching as a socially worthwhile and important job and has a desire to be part of young peoples' growth and development. In another study in Hong Kong, it was reported that teacher motivation to take up the teaching job is due to their belief in teaching as a safe job and that teaching provides internal satisfaction.

A study done in Singapore found several reasons for pre-service teachers to choose teaching as a career. In Singapore, teaching is seen as a high status job. The interest in teaching, the love towards children, and to fulfil a mission of life are among the reasons why they enrol into this profession (Low et al., 2011). With regard to students' option to become teachers, the reasons may be different: the availability and stability of employment, working hours, perception of personal skills, challenges, and satisfaction which bring the practice of the profession and the social importance of occupation (Albulescua & Albulescua, 2015).

In a Turkish study where a survey was conducted on 207 pre-service English teachers, it was found that factors such as social utility, intrinsic values, self-perceptions, personal utility values, and socialisation influences are among the highest indicators for them to choose this career (Topkaya & Uztosun, 2012). In another study conducted on 298 undergraduates on their view of teaching as a career, they were asked the importance of 20 factors of their career choice. These factors included factors influencing their career choice and the highest factor was 'a job that I will find enjoyable'; then followed by 'colleagues that I can get along with'. In this study, there was an interesting finding where the factor of 'a good starting salary' was only rated by 19% of the respondents (Kyriacou & Coulthard, 2000).

In-service teachers gave intrinsic/altruistic motivations and extrinsic incentives as the two most influential reasons for choosing teaching (Kwok-Wai, 2006). Altruistic and intrinsic motivation were related to higher planned professional commitment (Sinclair et al., 2006). The findings for extrinsic motivation were negative in some studies. In a study in Hong Kong, the authors did not find any relationship between extrinsic motivation and teaching outcomes. In another study, it was reported that there was a negative relationship between extrinsic motivation and teaching commitment (Kwok-Wai, 2006). The extrinsically motivated teachers focus on the benefits of teaching such as salary, vacations, or other external rewards connected to the job. There are also some inaccurate reasons for choosing teaching as a career. Some teachers are in the profession for a wrong reason such as being unable to find a position in their favourite profession (Klassen et al., 2011; Watt & Richardson, 2012). There are also those who were unhappy with their previous jobs (Sinclair et al., 2006).

TEACHER EDUCATION IN MALAYSIA

The importance of preparing teachers to exercise trustworthy judgment based on a strong justification is increasingly important in contemporary society (Darling-Hammond & Bransford, 2005). This is because education is increasingly important for the success of the individual and nation and

this success depends heavily on teacher quality. Thus teacher education programmes should be producing quality teachers that meet the needs of the society. Teacher education programmes in Malaysia started in 1922 with the establishment of Sultan Idris Training College. With a growing young Malaysian population, more teachers were needed and consequently more teacher training colleges were established. Besides teaching training colleges, public universities through their Faculty of Education do prepare teachers to meet the need of the nation. In 2010, the Malaysian government allowed private higher education institutions to embark on teacher training as well. In recent years, most training courses were conducted on campus. However, from early 1990, the nature of teacher training has changed from campus-based training to distance and open learning in nature.

CONCLUSION

Teaching is no doubt the most noble profession. The quality of instruction is dependent on teachers. Thus, those who want to be teachers must be in the teaching force for good reasons. Teacher education institutions need to produce teachers with 21st century characteristics to enable them to deliver education at the 21st century level. We need to recruit teachers with the right skills, attitudes and reasons for wanting to be in the teaching force. Studies have uncovered three main motivating factors: intrinsic, extrinsic, and altruistic which attract someone to be in the teaching force. Hopefully our fellow teachers are influenced by intrinsic and altruistic reasons to be in the teaching force to eliminate the non-performing practices in our nation's school system.

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Perspective XV: Minimising Unemployment through Training Programs: Lesson Learnt from the Perspective Educators, Employers and Graduates

Mohd Hazwan Mohd Puad

INTRODUCTION

According to the Department of Statistics Malaysia (2016), the majority of unemployed Malaysian labourers are between 20 and 29 years old, including graduates from postsecondary and tertiary learning institutions. One of the unemployment problems among recent graduates is a lack of employability skills. Research has indicated that industrial employers report that students lack employability skills such as people management skills, communication skills, interpersonal skills, teamwork, professionalism, knowledge and principles, problem-solving skills, and decision-making skills (The Ministry of Higher Education Malaysia, 2012; Tong, 2013). Due to a lack of employability skills among graduates, many recent graduates feel it is very difficult to find a job, especially in the globally competitive market and the fast-changing working environment of today. A lack of these skills makes it difficult for them to fulfil the current work demands and professional expectations (Bakar & Hanafi, 2007; Mai et al., 2010; Martin et al., 2005; Shah, 2008). Studies by Mohammad et al. (2004) and Salleh et al. (2007) have also supported that recent graduates are having difficulties in securing employment within six months after graduation from higher education institutions and training centres.

Due to the lack of employability skills among graduates, the Malaysian government has initiated comprehensive employability skills training programs to improve skills and retrain the existing workforce, with the goal of minimising unemployment. Such an agenda has been a priority in national economic plans, the Tenth Malaysia Plan 2011-2015, and the National Graduate Employability Blueprint 2012-2017 (The Ministry of Higher Education Malaysia, 2012; The Economic Planning Unit, Prime

Minister's Department, 2010). Through the national economic plans, the government has initiated diverse employability skills training programs.

Employability skills training programs are an essential strategy to improve and retrain the workforce of Malaysia. The programs assist to minimise unemployment by equipping recent graduates with up-to-date industrial skills in the workplace. However, the lack of assessment and evaluation studies concerning employability skills training programs in Malaysia presents a problem. This scenario raises a concern about whether employability skills training programs are effective in preparing recent graduates to acquire the necessary skills demanded by industries and to secure jobs later. Therefore, there is a critical need to continuously assess and evaluate the role of employability skills training programs in the workforce in minimising the unemployment problem in Malaysia.

THE ROLE OF EMPLOYABILITY SKILLS TRAINING PROGRAMS

The role of employability skills training programs is vast. One of the roles is the professional advancement of the labour force. Employability skills training programs are an integral part of professional advancement and development (Hedges, 2011). Further, employers acquire better prepared workers through continuous employability skills training programs (Dawe, 2004; Johnson, 2014). Additionally, employees are developed in terms of their aptitudes, disciplines, and performance-management skills. Consequently, these workers can adapt to challenges and difficulties in the workplace. Employability skills training programs also play a crucial role in developing professionalism of the workforce.

The role of employability skills training programs continues as a medium for knowledge and skills transfer in the workforce (Laker & Powell, 2011). By implementing training programs, knowledge and skills can be shared between employers or industrial experts and employees. Successful transfer of job-related knowledge and skills leads to the development of the competency of workers; therefore, it develops their knowledge in a high-skilled workforce (Leong, 2011). The transfer of knowledge and skills including, but not limited to organisation, management, and operation, prepares employees to be competitive in the challenging job market (Johnson, 2014; Mustapha & Rahmat, 2013).

Although Laker and Powell (2011) claimed that training programs are less significant to transfer skills in comparison to technical knowledge, Robinson (2000) contended that employability skills are teachable. The transfer of employability skills through training programs improves an employee's basic skills. The transfer can be more effective if training programs resemble a real workplace environment. Skills and knowledge gained from training programs can be implemented directly to work settings.

The role of employability skills training programs is a preparation or an introduction for recent graduates and employees to work in industry (Dawe, 2004). Employability skills training programs serve as a platform to expose trainees or new graduates to challenging careers in growing and emerging industries. The role of employability skills training programs is to address employees' and recent graduates' weaknesses and limitations. Employee weaknesses hinder them from giving the best services to their companies. By enrolling in training programs, employees have opportunities to strengthen their skills, especially in areas in which they need the most improvement (Social Research Center, 2014).

Another purpose of employability skills training programs is to enhance organisational productivity, efficiency, and effectiveness (ABC Life Literacy Canada, 2014; Awais Bhatti & Kaur, 2010). Through training programs, employees and recent graduates acquire new knowledge and skills related to job tasks in the workplace. The acquisition of additional knowledge and skills such as communication, teamwork, lifelong learning, problem-solving, and decision-making skills, elevates the ability of employees and recent graduates to; (a) work across job functions, (b) apply knowledge and skills, (c) think critically, and (d) act logically. Training programs function to expand employment opportunities and increase competitiveness for job-seeking individuals, especially recent graduates. Some recent graduates are uncertain in regard to what they should do in the transition stage between school and work. They may be lacking knowledge and skills to obtain a professional position in the challenging market. Skills development has been viewed by the International Labour Organisation (ILO) as an essential element in improving the quality of life and reducing poverty. Skills training such as employability skills

training programs, enable the working poor and vulnerable groups in the workforce, including minorities, rural communities, and special needs populations to escape from the vicious circle of inadequate education and training (International Labour Organisation, ILO, 2014).

HUMAN CAPITAL THEORY

The concept of Human Capital Theory can be implemented at any level of society, including individual, organisation, community, and country. Human capital is essential to sustain a competitive advantage in society (Bianco, 2014). For example, an individual's expertise is referred to as his or her intellectual capital which may include skills, knowledge, experiences, thoughts, and opinions. Although intellectual capital can be difficult to assess, individuals and companies benefit from intellectual capital in private and social returns. Qualities and capabilities possessed by workers are valuable and important assets to their employers to survive in today's global economic environment.

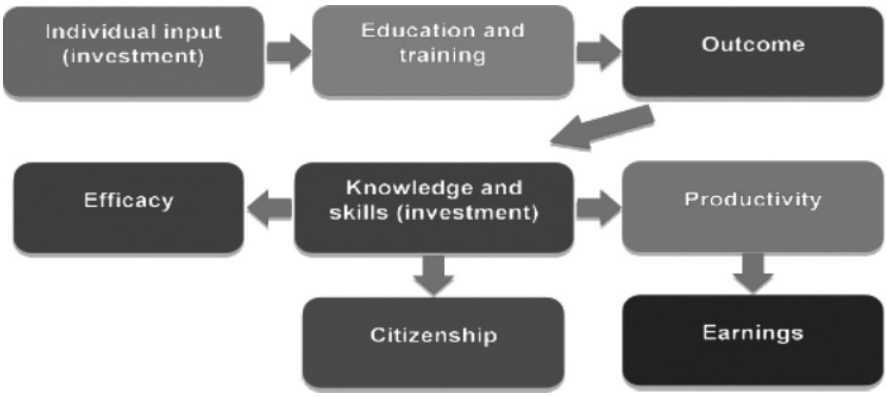

Figure 1 Model of Human Capital Theory. Adapted from R. A. Swanson and E. F. Holton III, 2001, Foundations of Human Resource Development, p.110. Copyright 2001 by Berrett-Koehler Publishers.

The general concept of Human Capital Theory is that additional investment yields additional output (Figure 1). Education and training are assets of investment while outputs result in economic gains for individuals, businesses, society, and nations. The process of education and training is able to assist the workforce in securing employment and compete in the global market. Education and training are pivotal investments in developing human resources and generating economic growth.

METHODOLOGY

This was a descriptive and quantitative study. The survey, Employability Skills Training Program Survey, was used with a sample drawn from a population of educators, employers, and recent graduates. Items in the survey were adapted with permission from Yusoff et al. (2012), developed from the review of literature regarding Human Capital Theory, and from the researcher's knowledge and experiences with respect to education, training and the workforce in Malaysia. Table 1 illustrates items 1 through 7 which focuses on the perceptions of educators, employers, and recent graduates regarding the contribution of employability skills training programs for minimising unemployment in the workforce of Malaysia. These items were developed and derived from Human Capital Theory and the review of literature in education and training. There were three population groups for this study. All the population groups were from the central economic region of the west coast of peninsular Malaysia. The first population was engineering, technical, and vocational educators in public higher education institutions. The second population consisted of employers in the manufacturing sector. The third population included recent graduates who were enrolled in employability skills training programs.

Table 1 Perceptions of educators, employers, and recent graduates regarding the contribution of employability skills training programs in minimising unemployment in the workforce of Malaysia

Item	Role of training program
1	Help participants to get employment
2	Prepare graduates for the workforce
3	Address graduates' weaknesses
4	Provide credential qualifications
5	Facilitate job-matching
6	Improve assimilation and integration
7	Motivate graduates to work

FINDINGS

Table 2 shows the demographic information regarding the engineering, technical, and vocational educators who participated in this study. Table 3 illustrates the demographic information of the manufacturing employers and Table 4 illustrates the demographic information of graduates who participated in this study.

Table 2 Demographic Characteristics of Educators

Demographic Variable	Educator (n=129)	Percentage
Gender:		
Male	81	64.8 %
Female	44	35.2 %
Age:		
50 years old or more	30	33.7 %
40 – 49 years old	31	34.8 %
30 – 39 years old	25	28.1 %
29 years old or less	2	2.2 %

cont. Table 2

Race/ Ethnicity:		
Malay	103	81.8 %
Chinese	14	11.1 %
Indian	9	7.1 %
Highest Level of Education:		
Bachelor's degree	12	12.0 %
Master's degree	24	24.0 %
Doctoral degree	64	64.0 %
Program Major:		
Mechanical Engineering	25	20.0 %
Chemical Engineering	13	10.4 %
Electrical/ Electronic Engineering	57	45.6 %
Civil Engineering	28	22.4 %
Others	2	1.6 %
Involvement in Employability Skills Training Programs:		
Yes	14	14.6 %
No	82	85.4 %

Table 3 Demographic Characteristics of Employers

Demographic Variable	**Employer (n=85)**	**Percentage**
Gender:		
Male	56	70.0 %
Female	24	30.0 %
Age:		
50 years old or more	5	6.3 %
40 – 49 years old	38	47.4 %
30 – 39 years old	28	35.0 %
29 years old or less	9	11.3 %

cont. Table 3

Demographic Variable	Employer (n=85)	Percentage
Race/ Ethnicity:		
Malay	39	52.7 %
Chinese	27	36.5 %
Indian	8	10.8 %
Highest Level of Education:		
Diploma	28	36.8 %
Bachelor's degree	39	51.4 %
Master's degree	9	11.8 %
Present Position:		
CEO/ President/ Director	9	11.0 %
Manager/ Head of Department	47	57.3 %
Supervisor	26	31.7 %
Company Size:		
Large (more than 500 employees)	22	26.2 %
Medium (100 - 499 employees)	17	20.2 %
Small (less than 100 employees)	45	53.6 %
Involvement in Employability Skills Training Programs:		
Yes	10	12.0 %
No	73	88.0 %

Table 4 Demographic Characteristics of Graduates

Demographic Variable	Graduate (n=203)	Percentage
Gender:		
Male	139	69.5 %
Female	61	30.5 %

cont. Table 4

Demographic Variable	Graduate (n=203)	Percentage
Age:		
25 years old or more	22	11.0 %
20 – 24 years old	143	71.5 %
19 years old or less	35	17.5 %
Race/ Ethnicity:		
Malay	162	80.6 %
Chinese	13	6.5 %
Indian	26	12.9 %
Highest Level of Education:		
SPM/ SPMV/ STPM	48	23.6 %
Diploma	26	12.8 %
Bachelor's degree	129	63.6 %
Program Major:		
Mechanical Engineering	11	7.1 %
Chemical Engineering	16	10.4 %
Electrical/ Electronic Engineering	81	52.6 %
Civil Engineering	34	22.1 %
Others	12	7.8 %
Training Program:		
GEMS	10	4.9 %
INSEP	145	71.4 %
WTTP	48	23.7 %

Table 5 illustrates the means and standard deviations for items 1 through 7. These items addressed the perceptions of the respondents regarding the contribution of training programs in minimising unemployment in the Malaysian workforce. For item 1, educators (M=4.14, SD=1.03) and graduates (M=4.33, SD=.70) agreed that training programs helped them in obtaining employment in the job market. In contrast, employers (M=3.07,

SD=.74) were undecided whether such programs helped graduates in that regard. Educator perceptions were varied. For item 2, educators (M=3.81, SD=.80) and graduates (M=3.78, SD=1.17) agreed that training programs prepared graduates to enter the competitive workforce; employers (M=2.95, SD=1.23) were undecided. The relatively high standard deviations suggested that employers and graduates were dispersed in their responses. For item 3, educators (M=3.71, SD=.83) and graduates (M=3.77, SD=1.04) agreed that training programs addressed trainee weaknesses; employers (M=2.89, SD=.72) were uncertain. Recent graduate perceptions were highly dispersed. For item 4, educators (M=3.57, SD=.93) and graduates (M=3.88, SD=1.02) generally agreed that training programs provided credential qualifications that work for graduates; however, employers (M=3.08, SD=.90) were undecided. A relatively high standard deviation showed that graduate responses were dispersed.

Table 5 Contribution of employability skills training programs in minimising unemployment in the workforce of Malaysia

Item		Educator		Employer		Graduate	
		Mean (M)	Standard Deviation (SD)	Mean (M)	Standard Deviation (SD)	Mean (M)	Standard Deviation (SD)
1.	Employability skills training programs help graduates get employment.	4.14	1.03	3.07	.74	4.33	.70
2.	Graduates of employability skills training programs are well prepared to enter a competitive workforce.	3.81	.80	2.95	1.23	3.78	1.17
3.	Employability skills training programs address recent graduates' weaknesses.	3.71	.83	2.89	.72	3.77	1.04
4.	Employability skills training programs provide credential qualifications that work for recent graduates.	3.57	.93	3.08	.90	3.88	1.02
5.	Employability skills training programs facilitate job-matching between recent graduates and employers.	3.91	1.02	3.08	1.21	3.79	1.04
6.	Employability skills training programs improve assimilation and integration of recent graduates into the workplace.	4.13	1.00	3.39	1.11	4.00	.99
7.	Employability skills training programs motivate recent graduates to work in challenging industries.	4.17	.75	3.32	.99	4.11	.80

For item 5, educators (M=3.91, SD=1.02) and graduates (M=3.79, SD=1.04) agreed that training programs facilitated job-matching between employers and graduates; employers (M=3.08, SD=1.21) were uncertain. The relatively high standard deviations indicated that all respondent groups were widely dispersed in their responses. For item 6, educators (M=4.13, SD=1.00) and graduates (M=4.00, SD=.99) agreed that training programs improved the assimilation of graduates into the workplace; employers (M=3.39, SD=1.11) were again undecided. The relatively high standard deviations for graduates and employers revealed that they had high variation in their responses. For item 7, educators (M=4.17, SD=.75) and graduates (M=4.11, SD=.80) agreed that training programs motivated trainees to work in challenging industries; employers (M=3.32, SD=.99) were uncertain. All groups appeared to have general consensus concerning the benefits of such programs in motivating graduates to work in challenging and competitive industries. The findings suggested that educators and recent graduates agreed with respect to the effectiveness of employability skills training programs in helping graduates secure job positions. However, employers seemed uncertain about the contribution of training programs in minimising unemployment in the Malaysian workforce. Employers were also uncertain regarding the objectives and direction of such programs.

DISCUSSION AND CONCLUSION

Based on the findings of this study, both respondent groups, educators and graduates, contend that the implementation of training programs assists in minimising unemployment. These perceptions are consistent with Human Capital Theory which explains that education and training in employability skills training programs are able to help the workforce in securing employment, developing human resources, generating economic growth, and facing the global market (Becker, 1993; Nafukho et al., 2004; Schultz, 1961). However, employers perceive the role of employability skills training programs differently. They claim that training programs does not contribute to minimising unemployment in the workforce. Employers have mixed views about the effectiveness of Technical

and Vocational Education and Training in Malaysia and the strategies, policies, and practices. They perceive the role of training programs from a different perspective such as cost-benefit analysis. It could be concluded; therefore, that employer insights are not aligned with the government's position towards workforce education and training.

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Perspective XVI: Career Undecidedness among Technical and Vocational Students

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INTRODUCTION

Career indecision is one of the career development problems caused by lack of self-knowledge and information about the world of work; as well as the lack of information about own self and the world of work [1]. Knowing career indecision of students will allow educational institutions to determine whether there is a need to intervene or not [2]. Individuals who are undecided is always slow in career decision-making process and require additional information about themselves, careers and the world of work, or the career decision-making process itself [3]. The information on students' career indecision will help a teacher or educator to deal with students in order to understand the factors that influence students' inability to make a career decision [4].

Vocational high school students who have a chronic stage in the career indecision will tend to express low stage in their consistency to the work compared to students who are not chronic [5]. It is also discovered that more than half of the university students are in the moderately undecided stages and only 15% of the students are decided [6]. Decided group refers to students who are clear about their career goals. Developmentally undecided group is students who have low-level concerns, and at the same time they actively explore their careers of interest. As for chronically undecided group, the students will have high level of anxiety and lack of decision-making about their career. The results showed that it is important to identify students in the chronically undecided group who are at risk in their career decision-making [3].

Malaysian secondary school students are often faced with the problems usually associated with career indecision [7]. However, it is hoped that students enrolled in vocational schools will not be facing this issue. This

is because the students who enrolled in vocational education/training are meant to move into the world of work right after they graduate from vocational schools [8].

PROBLEM STATEMENT

The government has paid particular interest in technical and vocational education. Vocational schools have been upgraded to vocational colleges. This is to ensure Malaysia to have enough numbers of highly skilled workers. The government encourages more students to enroll in technical and vocational education. Students' enrollment in technical and vocational education is made by their own choice. Thus, there is no reason why students are undecided. Students' indecision creates a problem for students themselves. Because of the importance of career decision in students' lives, thus a study was deemed appropriately conducted.

OBJECTIVES

The objectives of the study are to: (1) identify career indecision among students, (2) determine the differences of characteristics among three groups of students (decided, developmentally decided, and chronically undecided), and (3) correctly classify students into the three groups.

METHODOLOGY

A descriptive survey research was employed in the present study.

Sampling

The population for the study was 1346 students from five vocational schools from different states in Malaysia. Samples for the study were selected using a cluster random sampling procedure. We selected the samples from all five schools totaling 399 students.

Instrument

The Career Decision Scale by Osipow was used for this study. This instrument contains 19 items with two sub-scales: Indecision (16 items),

and 2 items of Certainty (2 items). Indecision items were measured on a 4 points Likert scale: 1 (not describing me), 2 (a little explaining my situation), 3 (a lot of explaining about my condition), and 4 (very much describes my situation). The estimate reliability of the scale was .906.

RESULTS

We administered our survey to 399 students; however, the useable instrument obtained was 309. Our respondents consisted of 49.8% male students and 50.2% female students. The indecision level was categorized into three: decided, developmentally undecided, and chronically undecided [13 9]. The categories were based on mean score and standard deviation (SD). The mean value in this study was 2.26 and the standard deviation was 0.57. Table 1 showed the level of career indecision, number of student, percentage of student, mean, and standard deviation

Table 1 Career Indecision Level among Secondary Vocational Schools (SVS) Students

Level	Mean	Number of Students	Percentage (%)
Decided	< 1.69	49	15.9
Developmentally undecided	1.69 – 2.83	209	67.6
Chronically undecided	> 2.83	51	16.5

Note: n= 309

Career indecision differed significantly as a function of gender ($t=3.21$; $p < .05$). Female students are more decided than male students. Our study showed that there were more chronically undecided students (16.5%) than decided students (15.9%), and 67.6% of the students we assessed were classified as developmentally undecided. The overall mean of career indecision scores was 2.26 (SD = 0.57). We also examined if these groups of students differ in terms of career planning, career exploration, career decision self-efficacy, and career goals. We found that the groups differed

significantly in career planning, career exploration, career decision self-efficacy, and career goals (Table 2).

Table2 Means and Standard Deviations of Discriminating Variables

Discriminant Variable	**Group**			**F and p Values**
	Decided Mean (SD)	**Developmentally undecided Mean (SD)**	**Chronically undecided Mean (SD)**	
Career planning	3.38 (0.71)	3.11 (0.64)	3.05 (0.52)	F(2,306) = 4.296, p= .014
Career exploration	3.27 (0.41)	3.18 (0.30)	3.13 (0.41)	F(2,306) = 2.050, p= .130
Career decision self-efficacy	3.98 (0.48)	3.71 (0.43)	3.68 (0.48)	F(2,306) = 8.010, p= .000
Career goals	4.24 (0.53)	3.88 (0.59)	3.94 (0.62)	F(2,306) = 7.416, p= .001

Based on Discriminant function analysis it was found that the characteristics for each group of students are different (Wilks' Lambda (^) = .932, and the Chi-squared (8, N = 309) = 21.443, p = .006).

Table 3 Classification of Cases

Original Group	Number of Student	Predictive Group					
		Decided		Developmentally Undecided		Chronically undecided	
		f	%	f	%	F	%
Decided	49	29	59.2	7	14.3	13	26.5
Developmentally Undecided	209	73	34.9	78	37.3	58	27.8
Chronically Undecided	51	17	33.3	15	29.4	19	37.3
	309	119		100		90	

40.8% of the original career indecision group was correctly classified.

It was also found that the model correctly predicted 40.8% of the group. The discriminant function showed that 29 (59.2%) of thevocational students are in the decided group. A total of 20 respondents from 49 respondents were falsely classified, whereby seven of them were re-classified as developmentally undecided students and 13 students were re-classified as chronically undecided. It was also found that the model correctly classified the developmentally undecided by 37.3% of a total of 78 respondents. Out of 209 respondents, 73 of them are predicted in the decided group while 58 respondents are predicted in the chronically undecided. Meanwhile, as for the chronically undecided, 19 respondents or about 37.3% of respondents were correctly predicted. A total of 32 respondents were falsely predicted from the original group. 17 respondents were predicted in the decided level, while 15 respondents were predicted in the developmentally undecided.

Although the results of this study showed that the number of students who were classified in the decided group is about 49 students, the actual number based on discriminant analysis was higher (n=119). Different outcome were found with students in developmentally undecided group. The actual number of the students based on the discriminant analysis was 100 students which is lower than the findings in this study with 209

students. Meanwhile, for chronically undecided group, this study found that 51 students were in the group, even though the discriminant analysis showed a total of 90 students belonged to the chronically undecided group. Hence, the overall outcome showed only 40.8% of the original career indecision group was correctly classified in this study.

DISCUSSION AND CONCLUSION

This study has shown that most of the students were developmentally undecided. The finding is parallel with the findings by Nasab that more than half of the students in Iran were developmentally undecided [6]. When students are undecided about their choices of careers, it may pose a difficulty in preparing for their future. They may not be preparing themselves for future studies in their intended careers. Difficulty in making career decision is very costly for students themselves and the government because a lot of investment in technical and vocational education has been made by the government. It will also hinder the effort put forth by the government to have more than three million high-skilled workers in the coming future.

School counselors need to help students who are developmentally and chronically undecided to do self and environmental exploration. Students need to know their aspirations, work values, interests and goals. Students' self-confidence has to be built. Students have chosen to be in vocational education of their choices. By right, we should have more students in the decided rather than in the developmentally and chronically undecided, and the percentage of students in the chronically undecided group should be little [14 10]. When a student has been identified as undecided, intervention should be done to reduce or overcome the career indecision and increase their certainty. Therefore, it is desirable that the school counselors identify their students' level of career indecision. Teachers should also help their students about career by prepare and delivering a variety of related information. Having dequate career information will help the students to improve their career decision self-efficacy, hence reducing their career indecision.

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Perspective XVII: Leadership Learning through Mentoring Process: Academia, Ministry and Industry Linkages in Positive Youth Development among selected University Students and Graduates in Malaysia

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INTRODUCTION

Youth development is described as an ongoing process to meet the physical needs and social demands in building youth competencies (Delgado, 2002), which in turn, promotes positive youth development (PYD) (Lerner et al., 2005). Through positive youth development, the nation aspires to develop and produce future leaders who can lead organisations, communities and the nation to greater heights. However, youths often fail to see themselves as decision-makers because some adult leaders do not really pass the skills, experience, needs and motivation on how to be leaders systematically to them (Hastings et al., 2011). This situation can be seen in Malaysia, whereby the youths' readiness to lead is found to deteriorate, as there is a decline in the 2015 Malaysian Youth Index score in the leadership domain (Institute for Youth Research, IYRES, 2015). Based on the situation, there are concerns involving the ability of Malaysian youths and in this context, university students and graduates, to lead. Unleashing the potentials and abilities of youth to develop their readiness to take the lead will contribute directly to positive youth development (PYD). Considering that youth leadership development requires participative learning and role models that can be emulated, developing youth's leadership competence through mentoring has the potential in providing that kind of learning process. Therefore, this study was conducted to explore the process of mentoring towards PYD and how the youth, who participated in the leadership programs that incorporate leadership mentoring, learned via the mentoring

process. The mentoring process studied involve input from the university as one of the training providers, the ministry and the industry as the program planner and mentoring provider.

LITERATURE REVIEW

Theories and Approaches in Leadership Mentoring

Leadership mentoring highlights learning input on one-on-one basis, especially in the traditional mentoring (Reagan-Porras, 2013), with the more senior and experienced individual act as the mentor who supports the protégé's career development (Ragins & Kram, 2007).Traditional mentoring builds normative impression towards the suitable age to become a mentor and protégé, so as to ensure in-depth mentoring (Chaudhuri & Ghosh, 2012).

Positive Youth Development (PYD) in the Mentoring Process

From the youth leadership aspect, knowledge formation process, behavior and positive attitude should be an indicator of the production of positive youth development (Lerner et al., 2015). Through mentoring, youths are given the opportunity to develop their individual assets which comprises of soft skills, talent and resiliency through skill development. It also sustains and provides leadership succession planning and nurtures positive relationship between youths (protégé) and adults (mentor). The advantage obtained by the youths through leadership mentoring is associated with the criteria of effective youth development. Other than that, it provides the opportunity for youths to gain access using the ecological asset in the community they are involved in. This mentoring process has directly developed each of the '5Cs' elements in PYD, which is demonstrated through the contribution made by the youths (Lerner et al., 2013). Hence, to explore the process of leadership development skills, the mentoring technique (Reagan-Porras, 2013), provides the perspective of acquiring knowledge and social skills, which also incorporates the opportunity for legitimate peripheral participation among the students and graduates (Lave & Wenger, 1991; Wenger, 1998; Wenger et al., 2002). Through mentoring, learning happened through participation and 'the sense of

becoming' involved in the continuous construction of one's identity within communities of practice. It should be noted that learning in COP involves the acquisition and recognition of one's identity as a participant. It is not solely about acquiring cognitive knowledge and skills, but also a learning process that enables novices to become members of a community in the form of 'legitimate peripheral participation' (Wenger, 1998). Legitimate peripheral participation enables new practitioners to take part in the actual everyday work practice despite having a 'peripheral' or a 'limited' degree of contribution and responsibility for the outcome of the task.

METHODOLOGY

The study was conducted using a qualitative approach informed by the case study paradigm. Using the Perdana Leader Fellowship Program (PLF) and Perdana Fellows Program (PFP) as the context for data collection, a total of 13 informants were involved in this study. They included mentors, protégé, the organizer and training providers and were identified using purposive sampling techniques. Data were collected through in-depth, semi-structured interviews and supported with relevant information from focus group discussions, participant observation, document analysis and field notes. Transcriptions of the interview sessions were examined several times. The data were further analysed through coding and categorising of themes using NVivo as data managing software to answer the research questions.

RESULTS AND DISCUSSION

From the verbatim transcripts and significant statements extracted, this study identified how protégé learned in the mentoring process. There are several things that can be discovered from the informants on the causes for their involvement and engagement. Based on participant observation, mentoring provides opportunity for the protégé to communicate directly with their mentors. The study also found that protégés' access is not only limited to getting input from their mentors, but the learning process has also provided them with the opportunity to access other organisational members and take up the role as a project leader. Protégé 3 stated that:

> "... I can practice on how to work with the community at a ground level. I had given this opportunity to lead in many projects under his (mentor) parliament, from urban to rural areas. Again, I was there and stayed for a certain period. My mentor wants me to learn with his officers and feel on how to lead. ... ".

Under these circumstances, protégé's learning took place in an activity system that allow the COP to translate the practical experience from group activities into the young leaders' leadership thinking and behavior. Individuals who are engaged within a situated community can learn from the experiences accumulated by all members in forming the activity (Lofthouse & Leat, 2013). Thus, the activity system provided the leadership ecosystem for the young leaders to undertake their roles as an active member of a community of practice (Singh et al., 2009). Community in organisation also enhanced protégé's learning in the mentoring process. Therefore, mentoring enables the protégé to easily adapt and contribute to the learning community. Guidance in 'learning the ropes' gained from community of practice facilitated the transfer of knowledge to protégés. Protégé 5 also said the same thing about leadership learning through empowerment from mentor:

> "…Yes, my mentor's leadership style is empowering others. He really trust me to lead the project on behalf of him. At the same time, I need to build my rapport with his (mentor) staff. I also learnt many things from them (staff). He (mentor) gives this opportunity. So I need to adjust myself accordingly. He had (mentor) empowered me as his protégé, not command and conquer styles. So, I learnt on how to be a leader from the task. …"

Learning in communities of practice enhances the transfer of learning to individual protégé. COP helps to create knowledge and to provide interpretive support for novice to play more active leadership roles (Handley et al., 2006). From this process, the learner gains recognition as a member of a community and this community membership allows one to have the sense of belonging, engagement, inclusiveness and identity

as a participant (Ismi Arif Ismail et al., 2011). Therefore, the community members in the academia, ministry and industry linkages during the mentoring process indeed stimulated and encouraged individuals to experience and reflect on what they are doing. This COP enabled protégés to develop, consult and share information as part of building the repertoire leadership knowledge and skills with each member (Wenger, 1998).

CONCLUSION

This study was conducted to explore how the youth, who participated in the leadership programs that incorporate leadership mentoring, learned via the mentoring process. All in all, leadership mentoring is one of the insightful mechanisms that helps in developing leadership abilities among university students and graduates. More efforts should be made to explore the Malaysian youths' involvement in leadership development via mentoring, which contribute to the overall positive youth development. These efforts will ultimately elevate positive values among students and graduates involved. Therefore, it can be seen that the PYD emanated through strong relationship and bond between the young leaders and the leadership community of practice in the mentoring process. More initiatives that link university, ministry and industry in the form of mentoring should be provided to students and graduates to enhance the leadership learning and eventually the overall holistic, balanced and entrepreneurial traits expected from them as espoused in the first shift of the Malaysian Higher Education Blueprint 2015-2025 (Ministry of Higher Education, 2015).

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Perspective XVIII: Effective Expenditure of Education and Health Budget in East Java Province, Indonesia

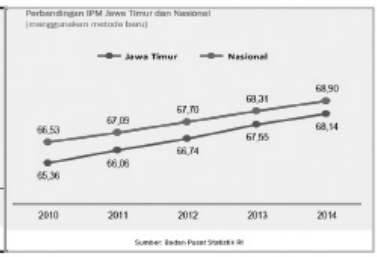
Mohammad Wasil

INTRODUCTION

With limited public budget, local governments are required to have a good strategy in managing and allocating budgets efficiently so as to provide optimum public service output. Furthermore, the priority output is expected to produce significant outcomes, which include increased social welfare.

Afonso et al. (2008) in his research discussed the efficiency in the education and health sectors for a sample of OECD countries by applying two alternative methodologies, non - parametric: FDH and DEA. He used the data of two different areas where public expenditure was very important. The results showed that efficiency in all sectors and the analysis methods appeared to cluster around a small number of core countries, such as Japan, Korea and Sweden. Then, Vierstraete (2102) wanted to prove that the inefficiency in the utilisation of financial resources had an impact on non-income HDI score. He analysed the data by using DEA. The results showed that the inefficient utilisation of financial resources had an impact on non-income HDI score.

Therefore, the efficient government expenditure is an important issue in the public sector policy. Efficient expenditure is believed to boost the welfare of society at large. The issue of efficiency of government expenditure has become very important, especially in the context of macroeconomic stabilisation and economic growth. Efficient government expenditure is closely associated with the process of budgeting both the budget process by the central or the local government budgeting.



East Java province has a growth rate above the national economy, but human resources indicate otherwise. Economic growth cumulatively (January-June 2015) in East Java reached 5.22 percent. This is the second highest growth rate after Banten in Java; 0.52 points higher than the national economic growth (4.70 percent). This means that the East Java Provincial is able to contribute to all 33 provinces by 14.51 percent (Badan Perencanaan Pembangunan Daerah Provinsi Jawa Timur, 2015). Contrastly, HDI of East Java had been overshadowed national; until 2014 HDI of East Java 68.18 while 68.90 National. In this case, it is important to analyse the extent of the efficiency of public expenditure that had relevance to the HDI. How the efficiency of education and health expenditure of the city of East Java with output-oriented.

LITERATURE REFERENCES

Decentralisation

Centralised Policy impressed hastily without offset institutional readiness. This is apparent both aspects of administration and human resources so narrowly interpreted by local officials; synonymous with increased local revenues without coupled with the improvement of public services to the community (Khusaini, 2006). With the provision of the vast regional expenditures, the quality of the regional expenditures will be determined by the choices made by the local governments themselves.

Livack, et al. (1998) supported decentralisation by saying that public services are the most efficient should be held by a region which has a geographical control the minimum because: (1) local government highly appreciate the need in the community; (2) the decision of the local

government is very responsive to the community needs, thus encouraging local governments to improve efficiency in the use of funds from the public; and (3) inter-regional competition in providing services to the community will encourage local governments to boost innovation.

Bahl (1999) stated that in the implementation of fiscal decentralisation, *the rules of money should follow function* is one of the principles that must be observed and implemented. This means that any devolution of government powers have consequences on the budget necessary to exercise these powers. In other words, decentralisation is reduced or handing over part or all of government power from the center to the regions; so that the areas receiving authority is autonomous, i.e. it can determine its own way freely by its own initiative, submitted to the appropriate authority area (Smoke, 2001).

Efficiency and DEA

According to Mardiasmo (2009), efficiency is the achievement of maximum output with a particular input or input use is the lowest to achieve a certain output. Efficiency is the ratio between output and input associated with performance standards or targets that have been set. The definition of efficiency isassociated with the concept of productivity. Efficiency measurement is done by using a comparison between the output and input used. The process of operational activity can be said to be efficient when a certain product or the work can be achieved with the use of resources and funds as low.

The efficiency was determined by the method of DEA. Values were relative and not an absolute value that could be achieved by an organisation. DMU had the best performance and could be given a score of 100% and the other DMU performance underscore that varies between 0% -100% in comparison with the best DMU. The measurement method used the comparison output generated by the existing input (Bhat, 1998) as follows.

$$Efisiensi = \frac{Output}{Input}$$

The efficiency value of a unit ranges from 0 to 1. The DMU is said to be efficient if:

In terms of output orientation efficiency rises → *Output rises when the input is fixed*; *Input current output remains down*

In terms of output orientation efficiency rises → *Fixed input current output falls*; *Input down as output remains*

DEA can be used more than just determining the relative efficiency of the unit being evaluated, but it also can be used to determine, among others:

1. Peer Group
2. DEA identifies a group of efficient unit that is used as a benchmark for improvement. A peer group have the same combination as the unit inefficient, making it useful performance identify the factors that cause inefficiencies. Peer Group will also provide a good example of a process operation to improve the performance of inefficient units.

RESULTS AND SUGGESTIONS

The authors used the analysis of DEA and the software of *Banxia* Frontier Analysis, so they could make a list of districts in the province of East Java that had a level of relative efficiency when compared to the county or city in East Java province, or in other words, the city district that had a score of efficiency of one hundred percent and had a value of zero RTS. The district or city that had a value of efficiency of 100% (one hundred percent) would become the main reference for the district or city that has an efficiency level below one hundred percent.

There were four cities and three districts that achieved 100% relative efficiency RTS. The four cities were *Surabaya, Batu, Pasuruan* and *Madiun.* Meanwhile, the three districts were *Sidoarjo, Probolingo* and *Pasuruan*.

With these achievements it could be interpreted that the relative had fulfilled the technical efficiency in conformity with the actual conditions which were planned. While thirty-one (31) District Municipality, which reached RTS under a hundred technically have the opportunity to make improvements planning output to be achieved.

Geographically City District, which reached the relative efficiency of 100%, was the urban area with the characteristics of education and healthcare support greater, good infrastructure for health and education as well as geographically close to each other. For areas that do not achieve 100% efficiency can learn to regions that have the same characteristics, for example, geographically, the ability of local budgets, infrastructure and infrastructure. Here are the results of the peer group for urban districts that have not reached 100% and the RTS planning improvement potential output.

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APPENDIX 1

No	Kota	*Peer Group*
1	Kota Kediri	Kota Madiun, Kota Pasuruan
2	Kota Mojokerto	Kota Batu, Kota Madiun, Kota Pasuruan, Kota Surabaya
3	Kota Malang	Kabupaten Pasuruan, kabupaten Sidoarjo, Kota Madiun
4	Kabupaten Jember	Kabupaten Pasuruan, Kabupaten Probolinggo
5	Kabupaten Gresik	Kabupaten Pasuruan, Kabupaten Sidoarjo, Kota Madiun
6	Kabupaten Bangkalan	Kabupaten Pasuruan, Kabupaten Probolingo
7	Kota Blitar	Kota Madiun, Kota Pasuruan
8	Kabupaten Jombang	Kabupaten Pasuruan, Kabupaten Sidoarjo, Kota Madiun
9	Kabupaten Bondowoso	Kabupaten Pasuruan, Kabupaten Probolinggo
10	Kabupaten Situbondo	Kabupaten Pasuruan, Kabupaten Probolinggo
11	Kabupaten Sampang	Kabupaten Pasuruan, Kabupaten Probolinggo
12	Kabupaten Probolinggo	Kabupaten Pasuruan, Kabupaten Sidoarjo, Kabupaten Batu
13	Kabupaten Pamekasan	Kabupaten Pasuruan, Kabupaten Probolinggo
14	Kabupaten Tulungagung	Kabupaten Pasuruan, Kabupaten Sidoarjo, Kota Madiun
15	Kabupaten Mojokerto	Kabupaten Pasuruan, Kota Madiun, Kota Pasuruan
16	Kabupaten Sumenep	Kabupaten Pasuruan, Kabupaten Probolinggo
17	Kabupaten Banyuwangi	Kabupaten Pasuruan, Kota Madiun, Kota Pasuruan
18	Kabupaten Kediri	Kabupaten Pasuruan, Kota Madiun, Kota Pasuruan
19	Kabupaten Magetan	Kabupaten Pasuruan, Kabupaten Sidoarjo, Kota Madiun
20	Kabupaten Trenggalek	Kabupaten Pasuruan, Kabupaten Sidoarjo, Kota Batu
21	Kabupaten Blitar	Kabupaten Pasuruan, Kabupaten Sidoarjo, Kota Madiun
22	Kabupaten Malang	Kabupaten Pasuruan, Kota Pasuruan
23	Kabupaten Lamongan	Kabupaten Pasuruan, Kota Pasuruan
24	Kabupaten Nganjuk	Kabupaten Pasuruan, Kota Madiun, Kota Pasuruan
25	Kabpuaten Ponorogo	Kabupaten Pasuruan, Kota Madiun, Kota Pasuruan
26	Kabupaten Bojonegoro	Kabupaten Pasuruan, Kabupaten Probolinggo
27	Kabupaten Lumajang	Kabupaten Pasuruan, Kabupaten Probolinggo
28	Kabupaten Madiun	Kabupaten Pasuruan, Kota Pasuruan
29	Kabupaten Pacitan	Kabupaten Pasuruan, Kota Madiun, Kota Pasuruan
30	Kabupaten Tuban	Kabupaten Pasuruan, Kabupaten Probolinggo
31	Kabupaten Ngawi	Kabupaten Pasuruan, Kota Pasuruan

APPENDIX 2

Improvement Potency

Name	Score	Scale
Kab Bangkalan	98.74	increasing
Kab Banyuwangi	96.91	increasing
Kab Blitar	96.36	increasing
Kab Bojonegoro	95.73	increasing
Kab Bondowoso	98.16	increasing
Kab Gresik	98.76	increasing
Kab Jember	99.39	increasing
Kab Jombang	98.25	increasing
Kab Kediri	96.83	increasing
Kab Lamongan	96.04	increasing
Kab Lumajang	95.46	increasing
Kab Madiun	95.07	increasing
Kab Magetan	96.71	increasing
Kab Malang	96.04	increasing
Kab Mojokerto	97.20	increasing
Kab Nganjuk	95.95	increasing
Kab Ngawi	93.81	increasing
Kab Pacitan	94.76	increasing
Kab Pamekasan	97.57	increasing
Kab Ponorogo	95.74	increasing
Kab Sampang	98.07	increasing
Kab Situbondo	98.09	increasing
Kab Sumenep	97.13	increasing
Kab Trenggalek	96.50	increasing
Kab Tuban	94.28	increasing
Kab Tulungagung	97.57	increasing
Kota Blitar	98.68	increasing
Kota Kediri	99.50	increasing
Kota Malang	99.46	increasing
Kota Mojokerto	99.47	increasing
Kota Probolinggo	97.89	increasing

Perspective XIX: Do Students Manifest Collectivism? The Case of Asian Students at De La Salle University (DLSU)

Reynaldo Bautista, Jr., Luz Suplico-Jeong and Jhona Camba

INTRODUCTION

Foreign students travel to various countries to pursue higher education. This has been enhanced in recent years because of more accessible information and more competitive travel costs.

REVIEW OF RELATED LITERATURE

There have been studies on factors influencing the students' choice of a study destination. Bowers and Pugh stated that the school's prestige is the factor that influence the students' study destination (1). Smith, Morey and Teece (2) reported that the quality of education offered by the study destination ranked highly on students' choice. According to Phang (3), communication factors, institutional image and social networks influenced the graduate students to choose the University of Gothenburg in Sweden.

A study conducted on South Koreans studying in DLSU showed that the top 5 reasons that encouraged them to choose DLSU were the knowledgeable teachers, conducive facilities, competitive cost, satisfactory course content and encouraging teachers (4). These findings validate the foreign studies conducted on factors affecting the choice of a study destination (1,2,3). It also showed that recommendations from family and friends were manifestations of Hofstede's collectivism.

SIGNIFICANCE OF THE STUDY

There are few studies that study the effect of culture on choosing a study destination. This is crucial as culture can impact on the students' choice of a study destination.

RESEARCH OBJECTIVES

This study aims to do the following:

- What are the factors that affect the Asian students' choice of a study destination?
- Do these factors manifest collectivism?

CONCEPTUAL FRAMEWORK

Geert Hofstede states that the model of national culture has 6 dimensions: power distance index, masculinity versus femininity, uncertainty avoidance index, long-term orientation versus short-term normative orientation, indulgence versus restraint and collectivism versus individualism (5). Individualism refers to loosely-knit social framework in which individuals take care of themselves and their immediate families. In contrast, collectivism refers to a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular in-group to look after them in exchange for unquestioning loyalty. A society's position on this dimension is reflected in whether people's self-image is defined in terms of "I" or "we."

Asian countries (South Korean, Chinese, Bangladesh, Brunei, Cambodia, China, India, Indonesia, Iran, Japan, Myanmar, Nepal, Pakistan, Singapore, Sri Lanka, Taiwan, Thailand and Vietnam) tend to be more collective while Laos is individualistic (5). Based on previous studies, Asian students from DLSU come from these countries (4).

METHODOLOGY

This research identified the factors that influenced the students' choice of study destination. It aimed to find out if there were manifestations of collectivism and its effect on the students' choice of a study destination. indicators rather than causes

This study used self-administered survey questionnaires. This study employed purposive sampling. The researchers relied on their own judgment in selecting the respondents. The type of purposive sampling was homogenous sampling as they would be at least 18 years of age, studying

in college or graduate school at DLSU and holding foreign passports from Asian countries and knowledgeable in English.

The surveys were conducted online via Survey Monkey and face to face. SAS software was used to analyse the research data. Factor analysis was performed employing the principal factor method. Parsimax rotation was used to extract a simpler structure of the factor pattern mix. T-tests were performed to find out if there were manifestations of collectivism or individualism among the respondents.

FINDINGS

Respondents' Profile

The respondents fell in the 18-47 age range but 62% were in the age range 25-30. Most of the respondents were millennials who tend to manifest higher degrees of individualism than collectivism (5). Of the 221 Asian respondents, 33% were South Koreans.

Hosftede stated that family ties, extended family and group-orientation such as towards friends are manifestations of collectivism (5). When respondents were asked how did they learned about the Philippines as a study destination, 52% or 115 respondents said that they learned about the Philippines from their family. Thus, this implies that most respondents lean towards the family, which is a characteristic of collectivism. When the respondents were asked if they lived in the Philippines by themselves or with families, 181 respondents or 82% lived alone. On the other hand, 21 live with their mothers, 11 live with their fathers and seven live with their relatives. This shows that most respondents tend to have individual autonomy, which is a characteristic of individualism (5).

Factors Affecting Students' Choice of Study Destination

The respondents were asked to rank the factors that encouraged them to study at DLSU using a Likert scale. The highest factor that emerged was to improve my English (Table 1). This can be traced to the fact that most respondents were from countries that did not use English as a national language. The factor that ranked last in the students' choice of DLSU as a study destination was safety (Table 1).

Table 1 Factors Affecting Students' Choice of a Study Destination

Item	Factor Analysis Grouping	Measure of Sampling Adequacy	Mean	Rank
To improve my English		0.41	4.05	1
To have an affordable cost of living	F4	0.50	3.78	2
To follow friend's recommendation	F2	0.56	3.44	3
To follow family's recommendation		0.41	3.28	4
To study in a school known for its academic reputation	F2	0.55	3.17	5
To study in DLSU because it is cheaper than in my home country		0.39	3.11	6
To study in DLSU because the airline ticket from my country to DLSU is affordable	F4	0.55	3.06	7
To study in DLSU because of facilities	F3	0.51	3.06	8
To study in DLSU because it is a safe campus	F1	0.53	2.89	9
To have knowledgeable teachers	F1	0.49	2.89	10
To enjoy Filipino hospitality	F4	0.42	2.72	11
To have variety of courses	F1	0.49	2.56	12
To be near my home country	F3	0.57	2.50	13
To have warm weather		0.45	2.44	14
To live in a safe country	F1	0.57	2.00	15

Likert scale: 5 Strongly Agree, 4 Agree, 3 Neutral, 2 Disagree and 1 Strongly Disagree

Bartlett's Test of Sphericity showed that the data was appropriate for factor analysis (p-value<0.0001) but Kaiser's Measure of Sampling Adequacy (MSA) stated otherwise because some items reported MSAs lower than 0.5. Removing these items one at a time resulted in four items being excluded from factor analysis. The four items were: (1) to study in DLSU because of my family's recommendation, (2) to study in DLSU to

improve my English, (3) to study in DLSU because it is cheaper than in my home country, and (4) to study in DLSU because of the warm weather. Factor analysis showed the following four factors: F1 (safe campus, variety of courses and knowledgeable teachers), F2 (academic reputation and friend's recommendation), F3 (proximity to home country, affordable airline ticket and facilities) and F4 (safe country, affordable cost of living and hospitable Filipinos). These four factors were able to explain 49.48% of the variation in the data.

Hofstede states that recommendations from friends and family are manifestations of collectivism (5). Although the mean scores show agreement to the statement that respondents decided on DLSU as a study destination because of recommendations from friends and family, most respondents replied neutral to these two statements.

To determine if the respondents manifest collectivism or individualism, t-tests were conducted to determine if there was a difference in the mean scores of respondents' replies to a series of Hofstede's questions on collectivism and individualism. With a mean score of 5.98 for collectivism and a mean score of 5.57 for individualism at p-value of .359, the t-tests showed that there is no difference in the collectivism and individualism mean scores. This implies that respondents do not manifest collectivism or individualism.

CONCLUSION

This research has the following objectives: to identify if Asian students manifest collectivism and to determine the factors that affect the Asian students' choice of a study destination. Based on Hofstede's series of questions on collectivism and individualist, the results show that Asian students do not manifest collectivism or individualism. However, they are influenced by the recommendations from family and friends in their choice of study destination.

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Chapter 4

Use of Innovative Technology in Learning (Online & Mobile Learning)

"Technology is just a tool. In terms of getting the kids working together and motivating them, the teacher is the most important."

Bill Gates, Microsoft

OVERVIEW

There are many technologies, tools and instruments that can be used to facilitate virtual education, or as some call it, borderless virtual education. Advocates like the New Media Consortium (NMC) who have been charting the landscape of emerging technologies in teaching, learning and creative inquiry on a global scale have suggested more new and innovative technologies in their most recent publication, "10 Emerging Educational Technologies & How They Are Being Used Across the Globe" which lists from the use of cloud computing to virtual and remote laboratories and to mobile learning as part of new ways to impart knowledge and expedite the education process. In the past, other technologies included the use of Interactive Instructional Radio, Audio teleconferencing, Audiographics, Interactive Television, Video tele-conferencing and Computer-based training to name a few modes of education delivery are considered low-cost.

As we know now, there exists various technologies that can enable learning that is borderless and open access. We have technology-based learning programmes, such as those in Google apps that allow students and teachers to share information online and presentation software like Power Point that allow high resolution photographs, diagrams, charts and data to be shared at next to immediate speeds, which was previously limited. There are numerous lecture capture tools that allow for recording to be

uploaded and used at convenience by students, and to course management tools that allow for grading, interactive discussion groups to sharing of syllabi and assignments online.

However the current use of many of the technologies for pedagogy suggested by groups like the NMC and others have limitations. These limitations arise due to the differing socio-economic and infrastructure development statuses of most newly industrialized (NICS) and developing nations in the world. Least developed nations (LCD) rarely even make it to such spheres of virtual education provision.

Virtual learning is dependent on the use of technology and people with the skills to use the technology in order to impart information. In many NICs, Developing and LCDs, there is neither access to the technology hardware nor constant energy sources to use the technology. Often there is the challenge of limited numbers of people who are trained to use such technologies to teach. Furthermore, the cost of setting up and running such facilities can be prohibitive in most nations. The World Banks states "high cost of information technology and infrastructure which includes not only the initial capital outlays required to follow the advanced information and communication technology path, but also the recurrent budget outlays need for expenditure on infrastructure maintenance, training and technical support" is a frequent barrier. In addition, many public funded educational establishments in all countries have not been in the forefront of uptake of technology use. This has slowed the process of technology use in the education system worldwide.

Perspective I: Liberal Education in a Globally Connected Digital World Educating the 21st Century Professional, Leaders of the New Economy

Jorge L. Díaz-Herrera

THE INFORMATION ECONOMY

Since the inception of computational technologies in the mid-1940s, society has experienced a revolution in the acquisition, processing, and communication of digital information. Technological improvements have transformed early large machines into compact devices that enable, mediate, support, and organise our lives. The Internet and the web, new multi-modal, mobile connecting devices, and the cloud, in combination, are having a far greater impact and adoption speed than any previous technology.

This information revolution has transformed the world and all aspects of our daily lives, touching every human endeavor, through ubiquitous access to information, increased automation, and pervasive human networking with no end in sight. Indeed, we will continue to witness an increase in the number, shapes, and sizes of digital devices, as well as an exponential increase in local and global connectivity. All of this is happening at a pace faster than Moore's Law,[1] drastically changing both the economy and the nature of work.

The information economy has superseded the industrial economy of the past two-and-a-half centuries, causing an unprecedented reallocation of wealth and income in almost every industry. Consequently, several industries have been shaken to their core, driving some companies out of business [2]. This is possible because digital technology is the most general purpose technology ever, even more so than electricity and steam power.

Computing is the enabling discipline par excellence dramatically influencing progress in other disciplines—ranging from the natural sciences and engineering to the humanities, arts, and social sciences—and many other avenues of human endeavor. Digital technologies can be

successfully applied virtually in any domain, thus affecting all sectors of the economy. Their combinatorial application explodes quickly, creating infinite possibilities for recombining existing ideas into new ones. It is a world in which information and ideas "***establish economic value chains and encourage further technological innovation and di usion of knowledge***." [3]

The digital revolution has led to unprecedented emergent businesses, and behavioral and industrial intelligence, including "digital democracy." Society as a whole is increasingly dependent on information and communication technologies (ICT) to the point that it may ultimately have an impact on its own success. We live in a data-driven world where information is our lifeblood and more information with greater value is being generated at faster speeds providing unprecedented access to information, and hereto unimaginable capabilities for manipulating this information for the advancement of every industry.

IMPACT ON THE JOB MARKET

The world of work is changing dramatically in the information economy, and people need to be prepared for jobs requiring digital capability. It is predicted that in the not too distant future, half of today's jobs will change or disappear altogether. "*Marc Andreessen, the co-creator of the Netscape web browser, likes to say, in the future there will be two kinds of jobs: those that involve telling computers what to do, and those that involve being told what to do by computers*."[4]

An Australian agency recently reported that "*sixty percent of Australian students are training for jobs that will not exist in the future or will be transformed by automation",* indicating that 44 percent of jobs will be automated in the next 10 years.[5] Backing up this statement, a 2013 study by Oxford University predicted that 47 percent of today's jobs will be automated in the next two decades.[6] Other future jobs do not even exist yet. Davidson[7] projected that 65 percent of U.S. students in K-12 schools today will work in jobs that do not currently exist.

It is projected that at least 50 percent of STEM [8] jobs in the U.S. will be related to the computing and information field.[9] Over the past 10 years,

technology occupations have grown by more than 20 percent and are projected to continue growing at a similar rate through 2020 and beyond;[10] they are among the fastest-growing and highest-paying jobs across the U.S. Computer science and engineering graduates, as well as those from information systems and technology programs, fill just 40 percent of the available positions each year and by the end of the decade, it is projected there will be a one million shortfall of qualified developers:

- 144,500 new jobs for people with computer-related degrees each year
- 57,000 new IT/CS bachelor's or master degree graduates each year
- 87,500 unfilled technology jobs each year

Even if we substantially increase the number of computing programs in colleges and universities, the gap between the demand for computing-proficient professionals and the number of prepared graduates will continue to widen; there are not enough computing graduates, and there are not likely to be, to satisfy the ever increasing demand for talent.

In fact, the need is so great that coding training companies are mushrooming throughout the United States to try to fill this gap[11] by 'retraining' graduates from non-technical disciplines.

These for-profit, non-accredited programs have been cropping up in response to a swelling market demand and are operating without much regulation. They vary in quality, but most boot camps promise steady, high-paying work upon graduation, prompting aspiring coders to invest anywhere from $10,000 to $20,000 to enrol in 10-12 week intensive courses. Coding boot camp enrolment has increased by 138 percent from 2014 to 2015, compared to more modest growth in traditional computer science degrees of 14 percent from 2013 to 2014. The demand is clear. In addition, as technology development keeps changing the nature of the job market—a trend that has accelerated in the past couple of decades—retraining even computing graduates will always be needed. CNBC recently reported that "*For many prospective students looking for a quick route to a six-figure salary at a big tech firm, coding camps have become attractive alternatives to colleges and grad schools*." [12]

The traditional functionally trained professional is being phased out of existence. **Unless individuals can transcend technology within their professional context, they will be replaced by it.**

This is an important point with enormous implications for higher education, making it imperative to rethink higher education in the 21st century. Is higher education in general preparing graduates to navigate the job market in today's information economy? We simply cannot take on 21st century tasks with 20th century tools and expect to be successful, regardless of our specialty field.

Although we are not, of course, making everyone into a technology specialist, it is not difficult to learn to code, particularly if you have a logical turn of mind. While specialists in computing will always be needed, the goal is not to become a professional programmer. Our position is that ***everyone needs greater digital fluency***; it is essential that everyone understand the intellectual and human meaning of what digital technology is all about. Everyone should develop a base digital acumen so as to make sure technology is doing the best it can for them. Merging digital fluency in applied contexts has a much greater impact providing a powerful mix of skills to bring to the workplace. If you know how to program, computer-related tasks that used to take you a week to finish will now take only a few hours. We can't think of any other skill that leads to an instant 10x productivity boost for everyone.

Programming allows you to discover more creative solutions than your colleagues who don't know how to program. For example, you'll be able to write programs to automatically acquire data from new sources, to clean, reformat, and integrate that data with your existing data, and to implement far more sophisticated analyses than your colleagues who can only use pre-existing tools. By doing so, you're more likely to make a creative innovation that your colleagues wouldn't even think of exploring due to lack of programming skill.

Finally, knowing how to program allows you to communicate effectively with programmers that your lab hires to do the heavy-duty coding. I don't expect you to become as adept as the professionals, but the more you know about programming, the more you'll be able to relate to them and to command their respect. If you can motivate programmers in

your lab to spend more of their time helping you solve technical problems (e.g., by writing parallel programs that run on a compute cluster), you can work 100 times faster than if you had to attack those problems alone.

THE LIBERAL ARTS ADVANTAGE

Looking at these factors, the inescapable conclusion is that the benefits of digital technology depend on what we make of it: ***it's up to us to leverage digital technologies in the best possible way.*** What we need is an interdisciplinary approach across the board for educating the new 21st century professional, and to do so requires the new workforce to understand digital technologies—and most importantly—how best to apply them to their specialty's skill set. That is to say, we need a broad-minded and cross-functional and digital-capable individual, formed by mixing together basic sciences and math, the humanities and design, expertise in a professional discipline, and digital technology.

As more and more jobs become automated with advanced technologies, liberal arts is the training that will increasingly be rewarded in the modern marketplace. The transformative experience of the liberal arts has traditionally led to successes across many different fields, and it stands to make an even greater impact in the information economy. The core practices that have made liberal arts education so successful cannot be replaced by technology. Rather liberal arts education will interlock perfectly and reciprocally with continued technological advancements.

In the information economy, *human creativity is the ultimate economic resource*, and today more than ever, high-value soft skills, those so uniquely human, such as working productively in teams, thinking critically, and communicating to solve complex problems—the very skills fostered and enriched by a liberal arts education—are in great demand.[13] We used to refer to "soft skills" as characteristics that a liberal arts education provides. But the term "soft skills" is outdated. These skills have become "essential skills." Individuals must have a combination of a strong technical education rooted in communication, ethics, and critical thinking skills.

A liberal arts-based education provides the skills that can integrate seamlessly complex thinking and creative problem-solving with the digital

technologies, bringing the rigor and methods of the liberal arts to the digital environment. Combining a liberal arts background with methods from domains, such as analytics, statistics, and coding provides students with a more expansive skill set that integrates both broad-based concepts and technical, quantitative content, leading to the deeper learning of each. This suggests a combination of domain knowledge—an understanding of a particular discipline's body of knowledge such as biology, psychology, criminal justice, business, etc.—and liberal arts broad courses, **plus** digital fluency. This combination provides the most powerful mix of skills that professionals can bring to the workplace.

Michael Staton said it very well: [14]

> "Many liberal arts colleges require a foreign language—not because they believe their history majors will land jobs in France or Mexico, and not because they are being trained as translators, but because they believe the skills learned in a new language create global citizens who are open to and comfortable with interacting in a multicultural, multilingual world. It's the same with the above skills [digital]. They need to be understood not as a way to turn philosophy majors into geeks, but into telling the world that a philosophy major can be open to and comfortable with, daresay even take advantage of and thrive in a technologically changing world."

LEARNING IN THE DIGITAL AGE

Keuka College's "curricular revolution" is leading the way on this by proposing that digital skills are indispensable in every industry and that you need them to succeed in today's workplace. We believe that the combination of liberal arts skills[15] plus digital skills is the single most important aspect that will identify a person as "literate" in this century; as Steve Jobs put it: "*It is in Apple's DNA that technology alone is not enough—it's technology married with liberal arts, married with the humanities, that yields us the results that make our heart sing*."[16]

At Keuka College, we have been working on how to combine all of these ideas as integral components of our curricula. The central theme of our vision is to infuse and integrate knowledge of digital technologies throughout our curricula with many modalities and at all levels. This type of access to computational proficiency and knowledge, currently restricted to a few, is now available to all students, regardless of major. Our mission is to inspire and create ***digital thinkers*** by teaching them to think critically, communicate, and contribute creatively in concert with digital problem-solving skills. Our focus is on the emergent new generation of professionals who will write code to achieve their professional goals; not only learning to code, but "coding" to learn. This is the education of the future. The jobs of the future belong to those who are more than just critical thinkers, we need digital thinkers.

The idea is to augment the professional preparedness of our graduates with a sound understanding of the fundamental underpinnings of information and the technologies that manipulate it—as well as their limitations. The key here is **augmentation.** Augmentation makes the combination of humans and computers effective. This partnership is better than either one working alone. Albert Einstein saw this earlier when he said, "*Computers are incredibly fast, accurate, and stupid. Human beings are incredibly slow, inaccurate, and brilliant. Together they are powerful beyond imagination.*"

Math is linked to physics. Statistics is linked to the social sciences. Our idea is to link computation to every discipline in a similar way, and Keuka College has embraced this challenge head on through its comprehensive Digital Learning at Keuka College initiative. This is the time to be a knowledge worker armed with the skills to create and capture value with technology. We need to add **digital fluency** to reading, writing, and arithmetic—the three "Rs" that have been the foundations of learning for thousands of years.

The 21st century professional needs to understand today's society in a digitally connected world where the effective design, implementation, and **use** of information and digital technology (i.e., the ability to bend digital technology to one's personal or professional needs) are driving career opportunities. This requires all professionals knowing how to apply

digital technologies within the context of their discipline, a new kind of professional who will control the future of information within the context of their specific specialties.

Adding the digital tools and computing cognitive skills "super charges" the fundamentals of other disciplines. Imagine the possibilities when combined with powerful computational tools seamlessly integrated in a digital infrastructure that the ***user community can easily exploit — because they have the technological sophistication to do so***. And therein lies the rub and the solution we are proposing.

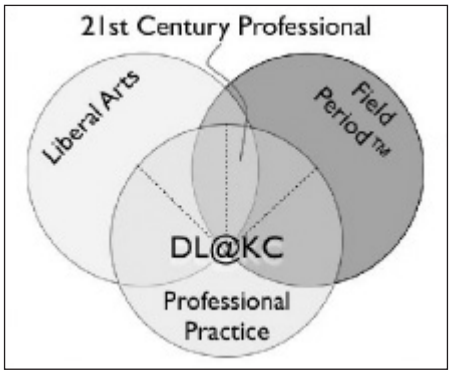
CONCLUSION

The greatest good Keuka College could do for our society—and for itself—is to leverage its expertise in experiential learning within its liberal arts-based professional programs to forge new professionals armed with the tools of the day, i.e., digital cyber-tools. We honestly believe that their professional future—and ours—depends on it. With Keuka College's new educational paradigm, our graduates will continue to be our professionals serving our communities in the 21st century and to be more effective and productive in an ever-changing digital world. Every Keuka College student, regardless of major, will be exposed to an understanding of digital technologies, thus affording them the opportunity to develop and apply core computational knowledge and skills to make effective use of digital tools within their disciplines of specialisation.

In this way, DL@KC will produce:

- Teachers ready for the 21st century technology-driven classroom
- Criminal justice experts helping to solve cyber-crimes
- Scientists armed with computational methods
- Nurses proficient in medical informatics
- OT professionals highly skilled in using biotechnology and human engineering
- English majors fluent in digital storytelling

- Business and management graduates able to exploit big data and business analytics



The power of liberal arts combined with experiential and professional practice, all centrally supported by digital learning, as illustrated by the figure on the right, forms the basis of what we are instilling across the curriculum: **a new radical center**. Since 1942, our unique version of experiential learning, Field Period™, has been the radical center powering our students' professional development. Today, DL@KC is becoming the College's next radical center, ***a power center transforming our students' educational experience.***

Keuka College is uniquely positioned to implement this novel idea and address these issues head on because our strategic plan, **E²: Empowering Excellence,**[17] has put the wheels in motion to revise all our programs and learning experiences to incorporate digital fluency throughout. ***No other institution of higher learning has made that comprehensive commitment a strategic centerpiece of its educational offerings.*** While many schools teach digital technologies, they do not teach it to **all** students. This is our major differentiator. We offer a genuinely different approach to learning and career preparation, ensuring our graduates are primed to make an immediate and powerful impact.

Our idea is to forge professionals who can "*connect people, information, and technology in effective and innovative ways in order to address the critical and complex issues and problems facing our fast-paced,*

global, and increasingly digital society … people who want to develop or use information and technology in ways that help to make the world a better place for individuals, groups, schools, businesses, governments, and society as a whole."[18] This forms the core of Keuka College's new educational paradigm: **Digital Learning at Keuka College (DL@KC)**.[19]

The future success of Keuka College requires a strong institutional commitment to the 21st century professional—broadly construed. The creation of the Institute for Digital Education and Learning, institutionalising DL@KC, testifies to this commitment, and places the College in a position to lead rather than to follow in the 21st century.

ENDNOTES

[1] Moore's law, the principle that has powered the information-technology revolution since the 1960s, states that the number of transistors on a microprocessor chip will double every two years or so—which has generally meant that the chip's performance will, too.

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Perspective II: OER, OCW and MOOCs: Enhancing Borderless Open Access Education in Thailand

Thapanee Thammetar, Anuchai Theeraroungchaisri and Jintavee Khlaisang

BACKGROUND SITUATION

According to the second 15-year long-range higher education plan (2008-2022) in Thailand, there should be a "seamless connection" between education levels. Higher education should be responsible for working people not only providing ongoing education to strengthen the workforce, but also to open opportunities for them to gain access to higher education with flexible pathways. The work plan also emphasises developing the ICT infrastructure for lifelong learning to strengthen the workforce and open opportunities for higher education. Thailand has faced many challenges to accommodate more students. Therefore, it needs more universities. However, establishing universities requires huge amounts of both human resources and financial resources to maintain high quality. Presently, Thailand has 156 higher education institutes, including 80 public HEIs and 75 private HEIs and a community college (20 campuses). Among those, there are less than 30 HEIs that were founded more than 30 years ago. This shows that the growth in number of higher education institutions in Thailand is drastic, which also means that there are many challenges to ensure quality for higher education in Thailand. The question is: *Could OER, OCW, and MOOCs address such challenges for Higher Education in Thailand?* [1]

CURRENT STATE OF THAI OER, OCW, AND MOOCS

To be underlined with respect to the recent educational and ICT policies issued by the Thai government with the progress of OER, OCW, and MOOCs in Thailand that has been reported from the Office of Higher Education Commission (OHEC) of Thailand , it has been seen that Thai OER, OCW, and MOOCs is vital to flourish and enhance the quality of

learning as well as the lifelong learning for all Thai citizens. Presently, OHEC has been responsible for higher education, and there are two initiatives to support the integration of ICT in higher education. The first one is UniNET, the inter-university network project, which manages the inter-connecting computer network among public universities in Thailand (founded in 1996) and also supports tele-education via video conferencing and research development within the IT network. After establishing fast and reliable IT infrastructure, the Commission on Higher education founded TCU in 2005. It is the organisation that promotes the effectiveness and efficiency of education using ICT via IT Infrastructure. Since then, TCU has actively been promoting the sharable Open Educational Resources (OER) and Open Online Courseware (OCW) with all Thai Universities. TCU can be referred to as a public content provider, supporting the utilisation of ICT to enhance the quality of education at the national level. Resources provided in the OER and OCW include courseware, learning media, e-books, e-journals, and digital content (research articles, theses and dissertation, etc.). All resources can be accessed at www.thaicyberu.go.th[2], [3].

Figure 1 Thailand Cyber University (TCU) Project's portal (www.thaicyberu.go.th)

Presently, TCU is offering over 800 freely available courses on the TCU portal. There have been more than 100,000 learners who enrolled in

one or more courses, and more than 1,400,000 people who have visited the portal so far. In addition, TCU has also offered a range of certificate programmes which have attracted 10,000 participants to date. One of the most famous certificate programmes TCU offers is their 'e-Learning Professional Development Programme'. The target population for the course is in-service teachers. The course is offered online via the Moodle platform. The instructional approach employed is collaborative learning. The instructors who teach the course are from five leading universities in Thailand. The programme is divided into three tracks: Teacher, Courseware Designer, and Project Manager. The curriculum consists of 12 courses including 4 core courses: 1) Principle of e-Learning, 2) e-Learning Delivery System, 3) Innovative Technology in e-Learning, and 4) Quality Assurance in e-Learning. To date, TCU has offered three classes in this programme and there are 580 registered students in total. The Teacher track has 181 registered students; the Courseware Designer track has 257 students; and the Project Manager track has 142 students. Among the enrolled students, there are 202 students who have successfully completed the course so far, accounting for 35% of the overall population of those who are enrolled in this course [4].

Accordingly, Thai Open Educational Resources (Thai OER) and Open Online Courseware (OCW) have been considered as the evidences of success from the past experience of Thailand Cyber University (TCU) Project. Based on that success, TCU proposed the Thai-MOOC with approval from the Office of Higher Education Commission under the Ministry of Education. By such implementation of OER, OCW, and MOOC, lifelong learning for all Thai citizens will be strengthen as well as to promote the workforce and open opportunities for all higher education in Thailand.

About TCU OER

Since TCU has been established as the organisation that promotes the effectiveness and efficiency of education using ICT via IT Infrastructure TCU has actively been promoting the sharable Open Educational Resources (OER) as one of the flagship projects aiming to enhance the quality of education at the national level. GLOBE (http://globe.thaicyberu.

go.th) is considered as one of the initiative OERs in Thailand hosted by TCU. GLOBE is a short abbreviation for Global Learning Objects Brokered Exchange. GLOBE is a one-stop-shop for learning resource broker organisations. Each of them managing and/or federating one or more learning object repositories. GLOBE provides online services and available tools to its members for the exchange of learning resources and is set up as a worldwide Open Community. TCU started the TCU-Globe project with support from Prof. Psuneo Yamada, who invited TCU and facilitated the connection of TCU to the Globe network. In summary, after implementing the TCU-Globe project, TCU found that there are a lot of quality courseware and learning resources in many universities and they are willing to share those resources with others in the education field. Accordingly, TCU established the "Common Infrastructure" which inter-connects the nine major state universities across the country in nine different regional areas. This "Common Infrastructure" enables sharing of educational resources belonging to its member institutions and sub-networks, thus serving as a national hub of Thailand Open Educational Resources (Thai OER) [2].

About TCU OCW

Another flagship project of TCU is the Open Online Courseware (OCW) aiming to promote accessibility to public contents for all Thai Universities. TCU can be referred to as a public content provider. The open courseware project has been initiated since 2005. The main objective was to encourage major universities as well as expert professors to share their knowledge via online courseware. The TCU portal of quality open courseware will benefit all. For example, it can be used as supplement courseware for smaller or newer universities. Also, it offers courseware for individuals who want to learn according to their own interests. TCU has employed many strategies to invite/fund major universities and professors to produce quality courseware. TCU also encourages faculty members as well as teachers to produce quality courseware in some areas. TCU OCW provides content from experts in a particular field. For example, as shown in figure 5, TCU invited Suan Dusit Rajabhat University,which is famous in the culinary field, to produce a course in ice cream production [5].

About Thai-MOOCs

Based on the demand for higher education, the success of these three projects and the readiness of both the universities and the students, the Office of Higher Education Commission decided to officially launch Thai-MOOCs on February 2014. The target group of Thai-MOOCs is higher education students. The three significant projects that have contributed to their success are the foundation of Thai-MOOCs, including: (1) TCU Open courseware project, (2) TCU-Globe project, and (3) E-Learning Professional Development Programme which was the first Thai MOOCs style with more than 580 learners in November 2006. In addition, the lessons learned from Thai OER and OCW included: (1) Thai HEIs are willing to share courseware as well as learning resources with the management and support from MOE, (2) university students make up the majority of the learners using the open courseware, and students as well as teacher need alternative courseware to supplement/complement their teaching and learning. Accordingly, the government has established Thai-MOOC project aiming to support the needs of open contents in Thai higher education [6].

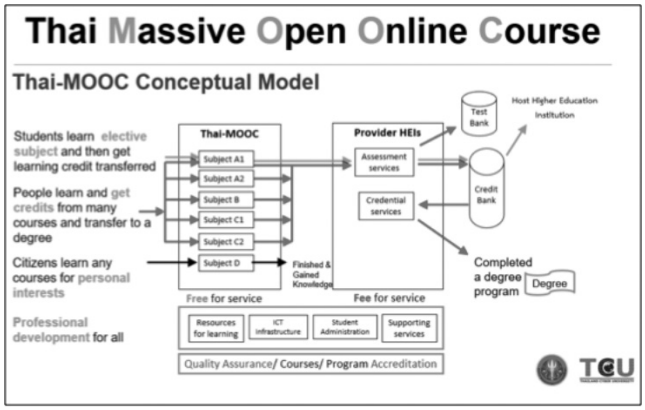

Figure 2 Thai MOOCs conceptual model

The objectives of Thai-MOOCs are:(1) to develop the Thai-MOOCs as an alternative education delivery model to support the lifelong learning

of Thai people, (2) to review and adopt the MOOC pedagogy, assessment criteria, standard, approach of practice, and quality assurance to be used in the Thai-MOOCs, (3) to strengthen the relationships of all participating institutions in order to raise the education quality in all sectors, (4) to manage, administer, and coordinate the Thai-MOOCs as a national hub for education, (5) to develop the human resources and ability of professionals to serve all sectors by utilising the Thai-MOOCs as an alternative for quality education, and (6) to serve as a foundation for conducting research and development in online education as well as other related areas.

In the first stage of the implementation of Thai-MOOCs, there were some pilot showcases as follows: (1) elective courses between participating HEIs and have credit transferred, (2) accumulative credits for future credit transfer or exemption for eligible courses in HEIs, (3) accumulative credits in Professional development courses for professional certification renewal, (4) collaboration between industrial and private sectors as work-integrated alternative courses for students and interested citizen who are interseted in enhancing their life and career skill, and (5) life-long learning with a portfolio that may assist in life advancement [7].

STRATEGIES FOR THAI OER, OCW AND MOOCS

TCU has a strategic plan to improve the quality of higher education as well as to open access to education. The four major action plans include: (1) to form a strong network between universities, in which TCU started a network for the 9 regional major universities to be regional e-Learning hubs; (2) to promote sharable open courseware and learning resources among universities; (3) to develop human resources through e-training and conducting national and international conferences; and (4) to support researchers to do research in e-Learning quality standard/best practice/ guideline. In addition, there are nine major universities located in each region of Thailand that are the centre that can provide support to HEIs in the region. These major universities will make up the e-Learning hub in its region and will be the centre for cooperative activities including shared courseware e-training [7].

Figure 3 Nine regional universities served as e-Learning hubs

TCU also established the "Common Infrastructure" which interconnects the nine major state universities across the country in nine different regional areas. This "Common Infrastructure" enables sharing of educational resources belonging to its member institutions and subnetworks, thus serving as a national hub of Thailand Open Educational Resources (Thai OER). The priority fields of Thai Massive Open Online Courses (Thai MOOCs) include: general education courses (for first & second year students which are common for all universities), life and health sciences courses, computer and technology courses, business administration courses, languages and culture (share/exchange between/among regional and global countries), Thai studies, Thai everyday communication language, and Living and working in Thailand. Recently the Thai MOOCs architecture blueprint was built. The pilot was implemented in the "Government cloud infrastructure" platform and was tested with 3,000+ concurrent accesses with a positive result for a stable and reliable connection. TCU, along with the support from member institutions' academics and researchers, has reviewed and prepared the first draft of the MOOC course instructional design guideline and also the guidelines for assuring the quality of MOOCs based learning. The guidelines will be submitted for approval from QA committees. TCU's member universities started to create MOOC courses and began to provide the courses for self-paced learning without credits [7].

In addition, TCU has conducted several meetings with partner universities. The member universities agreed to do pilot showcases as follows: (1) Sukhothai Thammathirat Open University will pilot the learning to accumulative credits for future credit transfer or exemption for eligible courses in the degree programme, (2) four out of nine regional hub universities (Khon Kaen University, Chiang Mai University, Naresuan University, Prince of Songkla University) agreed to open elective courses and provide them to other university students with the option of earning learning credit transfers, (3) Chulalongkorn University will pilot accumulative credits in Professional continuing development courses for professional certification renewal (nurse, teacher, pharmacy, etc.), and all member universities have agreed to allow MOOC courses to be available as a way of lifelong learning with portfolio for a life advancement. Thai-MOOC (https://www.thaimooc.org) has become a national project that is fully supported by the Thai government. Thailand Cyber University (TCU) project together with partner universities/institutes will start the Thai-MOOC phase I in 2016 with a target to provide 30+ MOOC-style courses, "Credit-bank" and "Assessment-centre" and enabling: 1) lifelong learning; 2) credit transfer among university students, and 3) accumulating learning credits to get certificate or bachelor/master degree. TCU also looks forward to partner with Regional MOOCs: an ASEAN, ASIAN, or GLOBAL MOOC to share and exchange languages and culture. These courses include Thai studies, Thai everyday communication language, and Living and working in Thailand [7]. In summary, Thai OER, OCW and MOOCs have enhanced borderless open access education in Thailand. They can be clearly seen as a critical success factor in enhancing the education of the country, which has consistently been underlined in the recent Educational and ICT policies issued by the government or related authorities. It is expected that they will flourish and hence enhance the quality of learning as well as enhance the lifelong learning for all of the people of Thailand in the near future.

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Perspective III: Accelerating Ph.D. Learning in Producing 21st Century Instructors: The E.A.G.L.E. Technique

Rahinah Ibrahim, Rafeah Mustafa Kamal & Ratnakala Sithravel

INTRODUCTION

The 2013 Higher Education Indicators by the Ministry of Education Malaysia highlighted a total of 109,301 Ph.D. students had enrolled at its public universities in years 2009-2013. A total of 27,771 PhD students had entered the study programmes while 7,759 PhD students had graduated during the same time. The inability of more than 50% PhD students to graduate on-time will impact the preparation of qualified instructors for the future. It is here which this paper wishes to focus on if Malaysia or other developing nations desire to develop its human capital. In fact, Malaysian universities are now emphasising a 3-year graduation on time for their Ph.D. students besides their young academicians in doctoral programmes. A preliminary study by the authors (see [1]) had identified top three challenges in completing a thesis within time: 1) uncertainty in determining novelty in thesis, 2) difficulty in developing research questions and 3) difficulty in conducting a critical literature review.

The reflective outcome ([2] & [3]) of a continuing ethnography study was the development of an interactive structured visual approach in teaching the philosophy and critical research methodology components. The development of the first tool—i.e. the Eagle Research Design Framework (better known as the E.A.G.L.E. Table)—started in the RSB5001 Research Methodologies in Design course in 2006 at Universiti Putra Malaysia. There are now seven visualisation guiding tools in practice for the course. In lieu of graduating many Ph.D. students at one time, there is a need to determine whether the same doctoral content and instructional approach can be taught though an online platform with minimal face-to-face supervisory interactions between supervisors and students. The objective of this study was to determine, whether using the visual approach

in teaching the complex major tasks for developing a research proposal would assist Ph.D. students from Malaysia perform better as compared to Ph.D students from Indonesia.

LITERATURE REVIEW

About the E.A.G.L.E. Initiative. In view of easing intellectual transition into doctoral study mode, several E.A.G.L.E. tools had been developed to guide Ph.D. students to expedite their critical thinking development concurrently while they learn the key components of developing research proposals. [1] had described four innovations in the E.A.G.L.E. Initiative. These innovative tools were developed to overcome one of the major challenges in teaching local educated professionals, i.e. being trained and practice professional problem-solvers in their professions. These innovations are embedded in seven major tasks. They are:

Innovation 1- RQ Constructs Formulation for Setting Up a Research Question. A research question contains three research question's (RQ) constructs—WHO, WHAT and HOW. The WHO construct refers to the element or subject being used in or impacted by the study. The WHAT construct refers to the body of knowledge that is required to solve the research inquiry. The final HOW construct refers to the action the Ph.D. student will do regarding the element or subject during the study.

Innovation 2- Eagle Research Design Framework (E.A.G.L.E. Table). The table helps to tie up all key components at the end of the thesis. The initial research question can trigger more understanding for establishing the subsequent sub-research questions, the research objectives, the inquiry strategy for each sub-research question, their expected outputs, and the expected knowledge contributions, respectively [4].

Innovation 3- POD (Points of Departure) Tree Diagram for Developing Theory. The next challenge is developing the theoretical framework to support new knowledge creation. The Ph.D. students are taught a simple comparative technique against their research problem statement. The related tool will guide how the RQ Constructs can help extend the literature review format for developing and validating the theoretical framework they had developed.

Innovation 4- Visual checking the research process flow. Due to the huge amount of data, a visual workflow display was developed for students to explain how these components come together. The visual display showcases the linkages of necessary components and making sure they are cross-checked with one another besides not being missed out along the process.

Visual Communications. The idea to integrate visual communications had stemmed from difficulties to encourage educated design professionals to work in text-dominated method and approach. We agree with [5] that in the creative arts field, artisans would be able to bring viewers' eyes into a particular field of view before starting to focus on the fine details towards an area that captured their attention. The study proposes that the E.A.G.L.E. tools could perform the same whereby attracting Ph.D. students to seek the colour-coded phrases as opposed to being lost in full pages of black on white text [4]. Several studies such as by [6], [5] and [7] define *gaze* (eye movement) data to include *saccades* (leaping eye movements from one location to another), *fixations* (motionless positions between those leaps), *dwelling time* (time durations for individual fixations) and *scanpath* (eye movement patterns that emerge from a sequence of fixations). As recommended by [8] and [9], the study proposes that the E.A.G.L.E. tools would contain unique details to influence the pattern of fixations and saccades to draw more attentions than common and expected visual information. Contrary to [7], this study seeks how we can target meaningful information in text scenario as recommended by non-design scholars [10] to study conjunctions to capture the changes in an author's arguments.

Embedding Visual Meaning. The three main E.A.G.L.E. tools which require colour-coded visualisation guides are: 1) Formula to set up a main research question, 2) the Eagle Research Design Framework and 3) the POD (Point of Departure) Tree Diagram. Different colours will be assigned to represent specific meanings according to the students' preference. The E.A.G.L.E. technique establishes that the actual research methodology's technical steps are of secondary importance. They start after the Ph.D. students have established their theoretical frameworks.

Here, the knowledge to develop a theory becomes a critical necessity before strategizing a thesis's research methodology process [4].

METHODS

Study Design

Following [11], this study selected a descriptive group-comparison study design where two independent groups were compared at a particular point in time. It involved two workshops in Malaysia and two workshops in Indonesia. For each country, respondents were from one public university and another private university with doctoral programmes. Unlike analytical group-comparison, this study has no control group. It compared two groups—Malaysia and Indonesia—and used the same instrument for all workshops.

Participants

A total of 60 respondents provided feedback after the workshops were conducted. They included 19 Indonesians and 41 Malaysians who were planning to apply to Ph.D. programmes or who were already registered for Ph.D.

Instrument

The workshop module was a manual version of the E.A.G.L.E. programme. The manual consisted of 7 visually structured major tasks to develop a research proposal. After the workshop, the respondents were requested to complete an online survey to document their perceptive understanding for each major task in their research proposals using Likert Scale scores.

Procedure

Each workshop started from 9am to 5pm with a 1 hour lunch break. The Malaysian workshops were conducted in March and August 2016, while the Indonesian workshops were conducted in May and August 2016. Each workshop lasted for 2 days.

Research Hypothesis (H_1)

We hypothesised that with the use of the E.A.G.L.E. instrument, the Malaysian group would have higher mean score for each major task compared to the Indonesian group.

Statistical Analysis. An independent t-test was conducted to compare the mean scores of the seven major tasks in developing a research proposal between Malaysian and Indonesian groups.

RESULTS AND DISCUSSION

Table 1 shows there were significant differences in the mean score for the following four major tasks: *determining problem statement*, *setting research objectives*, *knowing expected outputs* and *knowing expected knowledge contributions*. Upon reviewing these specific major tasks, the study found these tasks were rather personal and were related to deriving the intended impacts for developing research proposals. The results also indicated that the Indonesian group had higher mean scores for the above-mentioned major tasks, contradicting the hyphothesis. We believe there is dearth of systematic research exposure among the Indonesian respondents to cause this effect. Observed feedback from them had found the E.A.G.L.E. tools being very new, and they welcomed these tools for developing high impact research proposals. The tools allowed them to have the freedom to independently develop their own high impact research interests as opposed to traditional supervisor-student knowledge transfer practice.

Table 1 Mean Score Differences between Malaysian and Indonesian Groups for Each Major Task Using the E.A.G.L.E. Tools

Major Tasks in Research Proposal	MALAYSIA	INDONESIA	Independent t-tests
	Mean (SD)	Mean (SD)	
Determining Problem Statement	3.51 (1.61)	5.00 (0.88)	t (56.26) = -4.602***
Setting Research Inquiries	4.71 (0.75)	4.95 (0.85)	t (58) = -1.107
Setting Research Objectives	4.44 (0.84)	5.00 (0.94)	t (58) = -2.318*
Determining Literature Review Focus	4.56 (0.84)	4.84 (0.83)	t (58) = -1.210
Selecting Inquiry Strategy	4.59 (0.81)	4.68 (1.06)	t (58) = -0.400
Knowing Expected Outputs	4.34 (0.99)	5.00 (0.88)	t (58) = -2.477**
Knowing Expected Knowledge Contribution	4.41 (0.87)	5.05 (0.78)	t (58) = -2.738**

Note: 1-tail significance: * $p<0.05$; ** $p<0.01$; *** $p<0.001$

For the Malaysian group, the mean scores were comparatively lower, yet they remain high on the Likert Scale score. On the other hand, three of the major tasks with insignificant results were probably due to respondents being familiar with established research methodologies knowledge.

IMPLICATIONS AND RECOMMENDATIONS

In conclusion, the E.A.G.L.E. tools provide evidence to be effective in assiting PhD students from developing countries to systematically plan the journey in developing their Ph.D. research proposals and perhaps graduating on time. This is because each major task score was on the acceptable range. The study reckons that the Indonesian respondents found the E.A.G.L.E. tools to be more helpful in guiding them towards a systematic Ph.D. journey, enabling them to create higher impact theses compared to the Malaysian Ph.D. students. This study recommends and

supports the development of the proposed online E.A.G.L.E. platform with enhanced embedded interactive visual features, which could assist more Ph.D. students from other developing countries.

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Perspective IV: Facebook Group and Student Engagement

Santirianingrum Soebandhi, Natalia Damastuti and Novi Nurul Quina

INTRODUCTION

The intensive use of FB among students can be utilised as educational tool in higher education [1]. Currently, Indonesia is the fourth largest Facebook user in the world [2] and ranked third of Facebook application on mobile phone [3]. This phenomenon can be used by the lecturer to make Facebook as a media for students learning. The features in FB group allows students and lecturer to discuss, share course materials, upload and download files that are useful during the learning process. The notification which appears each time group member post in the group makes it easy to always have the latest information. With this FB group, the interaction between lecturer and students and between the students themselves can be implemented. Thus this study aimed to analyse the impact of using Facebook group as a supporting media to enhance students' engagement.

LITERATURE REVIEW

Facebook in Education

Previous studies argued that social network sites (SSNs) like Facebook should not be used for the learning process because it can interfere and impede student's achievement [4] though sometimes Facebook is used informally for learning purposes, but it should be used for social reasons and not for formal teaching purposes [5]. Meanwhile, studies that agree on the use of Facebook argued that Facebook can increase student's motivation for learning, engagement, and collaboration among students [6, 7].

Student Engagement

Student engagement indicates readiness, needs, and wants of the students to actively participate in daily school activities [8]. Student engagement

also represents the time and energy devoted by students to interact with others through activities related to the educational practices and the work done by institution to implement effective practices in education [9]. To increase student's engagement in learning, Ref. [10] proposed as follows: (1) interaction (relationship and interaction of both personal and virtual [11] with the teacher, other students, and the community [12], (2) exploration (the opportunity to explore and find a solution), (3) relevance (relevant to the issue that is going on, not theoretical), (4) multimedia and technology (access and interact globally), (5) instruction (constructive instruction that allows students to feel capable and comfortable to have discussion with the lecturer as part of the learning process [11]), and (6) authentic assessment (co-creation with the lecturer to guide the assessment of student learning [13]).

METHODOLOGY

Respondents

Target respondents were Accounting major students enrolled in Management Information Systems course, Narotama University, academic year 2015-2016. This class consists of 77 students. From 77 target of respondents, we obtained 57 responses with a composition of 87.7% female and 12.3% male with mean age of 22 years.

Data Collection and Analysis

Online questionnaires using a combination of question types, including single answer (yes or no), checklists, frequency-scaled questions, Likert scale and open-ended question were given to students at the end of the course. Questionnaires were used to obtain demographic information on respondents, interaction and participation, opinions on the use of FB group as a learning tool and its impact on engagement.

Facebook Group

A "Closed" Facebook Group was created at the beginning of the lecture (in closed group only member who can see the posts), and students who do not have an account were assisted to create one. Of all respondents,

only three students did not have a FB account. Activities in this group included putting up announcements, sharing course materials, submitting assignments, and discussion.

RESULT

Frequency of Accessing Facebook

Respondents were asked how often do they access their FB account in one month (every day, several days, several weeks, and never). 25 respondents (43.9%) said they accessed the FB group several days in a week, 16 respondents (28.1%) said they accessed the FB every day, nine (15.8%) said they accessed the FB a few weeks, and the rest (12.3%) had never accessed FB.

Use of FB Group

The next question was related to how respondents use of MIS's FB group. Students were asked if they participated (post and read) in the group. The results showed that all members participated in this group although rarely (see Table 1). In terms of doing a post on the group (comments, assignment, or questions) only six respondents (10.5%), which stated they often conducted this activity, 36 (63.2%) reported occasionally, and 15 respondents (26.3%) reported never. Meanwhile 29 respondents (50.9%) reported they often read the information in the group, not much different from the number of rarely done it (49.1%).

Table 1 Students' Participation in Facebook Activities

Activities	Often		Occasionally		Never	
	Respondent	%	Respondent	%	Respondent	%
Post in FB Group	6	10.5%	36	63.2%	15	26.3%
Checking information on FB Group	29	50.9%	28	49.1%	0	0%

Students' Interaction

We used a 5-point Likert scale (strongly agree to strongly disagree). As presented in Table 2, FB group can be used to interact both with the lecturer and among students. On the issue of interaction with lecturer (item 3 and 4), 73% said it helped to communicate with lecturer, and 75.4% stated that they could get feedback from lecturer. In terms of interacting with friends (item 2), 77.2% said that FB group could assist to interact with their classmates.

Students' Perspective on the Use of FB Group for Education Purposes

The last questions on respondents' opinion of the use of FB group, the results showed that the majority agrees with the use of FB group (see Table 2).

Open-Ended Questions

To determine the benefits, difficulties, and suggestions related to the use of FB group, we used open-ended questions. Although almost 74% of the respondents found it difficult to use FB group in the learning process (related to low internet connectivity), most of them (87.7%) found the FB was nice, interesting, and beneficial. 20 respondents (35.1%) suggested that the students do not use FB group to only upload assignment, but on a more active discussion and sharing of information related to the topic being discussed, "More discussion and updating information on the lecture" as stated by one of the respondents. Another added, "In the future, maybe we can make a chat group to discuss the subject that we don't understand, not just uploading assignments". The surprising result that three respondents said FB group should not be used in the learning process, and it would be better if using other applications like WhatsApp messenger or BBM group.

Table 2 The use of FB group

No	Question	Strongly Agree		Agree		Disagree		Strongly Disagree	
		Frequency	%	Frequency	%	Frequency	%	Frequency	%
1	Provide proper information about the lecture	16	28.1%	36	63.2%	5	8.80%	-	-
2	As a media to interact with friends	8	14.0%	44	77.2%	5	8.8%	-	-
3	Helps me to communicate with the lecturer	13	22.8%	42	73.7%	2	3.5%	-	-
4	Helps us in getting feedbacks from the lecturer	10	17.5%	43	75.4%	4	7.0%	-	-
5	A perfect media for studying	14	24.6%	38	66.7%	5	8.8%	-	-
6	Applicable for the other lectures	12	21.1%	37	64.9%	8	14.0%	-	-

DISCUSSION

This study provides insight for educators on the use of social networks (FB group) in learning. Most students only read the information that exist in the FB group but did not post. This is because the assignment given was a group assignment. Therefore, only representatives of the group who did posted. They are who rarely read or check the info posted in the group. They obtained information from classmates through other apps like BBM group and WhatsApp messenger. Members of this group should be more active for discussion and sharing of information related to the topic being discussed. Lecturer role is important in creating conditions that can encourage students to do so. Although the participation of students to engage in group is still low, but most of them found FB group can help them interact with classmates and lecturer. Facebook has also been felt by students as a useful teaching aid.

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Perspective V: ICT-Afforded Borderless Education: Recent Developments and Institutional Strategies

Mohamad Kadim Suaidi and Chwen Jen Chen

INTRODUCTION

Middlehurst [1] defines 'borderless education' as an educational provision that crosses conventional boundaries of various natures. These boundaries may be in terms of (i) the levels and types of education that are offered in which genuine effort may eventually lead to the creation of lifelong learning opportunities for people of all walks of life and work backgrounds; (ii) blurring the distinction of the private and public organisational structures that lead these institutions to combine the provision of both for-profit and not-for-profit education; (iii) geographical boundaries, for example, creating learning opportunities via the establishment of offshore campuses through partnerships with local entities and/or (iv) time and space boundaries by capitalising on information and communication technologies (ICT) to enable the creation of digital or virtual learning environments. Although different nature of boundaries may be crossed at different intensity by an educational institution that ventures into borderless education, this paper focuses primarily on the ICT-afforded borderless education initiative in Universiti Malaysia Sarawak (UNIMAS). UNIMAS is a public university that was officially incorporated on 24 December 1992 and is located in the northwest part of Borneo, which is the largest island of Asia. The advancements in ICT afford the expansion of the university education system to benefit communities of learners outside the university. This paper presents some recent developments of this initiative as well as the institutional strategies to systematically expand the university education from within the physical, geographical boundaries into the digital realm.

DRIVING FACTORS

The following elaborates on the three significant factors that drive the development of ICT-afforded borderless education in UNIMAS.

Factor 1: Opportunity to Soar Despite Geographical Limitations. As a university that is located in East Malaysia, separated from Peninsular Malaysia by the South China Sea, the university acknowledges its challenge in becoming the institution of choice for students mainly due to the lack of geographical proximity to the densely populated Peninsular. Sarawak has a population of around 2.7 million compared with more than 25 million in the Peninsular [2]. Indeed, the growing acceptance of the new forms of digital education delivery offers an unprecedented opportunity for UNIMAS to overcome such challenge as its less strategic geographical location bears little linkage with ICT-afforded borderless education.

Factor 2: Opportunity to Sustain Community Transformation. Sarawak is the home to more than 40 groups of indigenous peoples and is one of the states in Malaysia with the lowest population density due to its huge land area. In alignment with the niche of UNIMAS, which is to sustain community transformation, ICT-afforded borderless education enables educational programmes tailored to the specific needs of the diverse and dispersed communities in Sarawak to be made accessible to some of them. As stated in a recent daily report [3], the Sarawak state government will intensify the development of broadband connectivity in the rural areas and this significant move will thus increase the feasibility of bringing digital education and more equal learning opportunities to these dispersed communities.

Factor 3: Opportunity to Gear towards the Aspiration of the University. UNIMAS has consistently aimed to pursue excellence in teaching. This is clearly instituted in the vision statement of the university. The latest UNIMAS Strategic Plan (2016-2020) provides another evidence of the university's perseverance and commitment in providing excellent education and training to enhance the quality of the nation's culture and prosperity of its people and also to become an exemplary university of internationally acknowledged stature. Many initiatives indicated in three key strategic foci of the strategic plan are in alignment with this ICT-afforded borderless education endeavour. These include the initiatives on intensifying the adoption of technology-based learning and increasing lifelong learning opportunities as indicated in the first strategic focus on achieving excellence in education and training; initiatives on enhancing

global branding, strengthening sustainable and strategic partnership, and increasing enrolment of international students as stated in the third strategic focus on increasing global visibility and prominence; and the initiative on diversifying university revenue as specified in the fourth strategic focus on achieving sustainable financial portfolio.

JOURNEY INTO THE BORDERLESS DIGITAL REALM

The establishment of the Centre of Applied Learning and Multimedia (CALM) soon after the inception of the university about a quarter decade ago provides another evidence on the firm emphasis of the university top management on the importance of integrating technology as a powerful tool to engage learning and ultimately, to bring about the desired learning. The earliest technology integration effort by CALM focuses on the production of multimedia courseware. In 2000, the e-Learning Unit of the centre initiated a learning management system (LMS) known as *Lotus QuickPlace* and this marks the inaugural campus-wide implementation of the online learning platform as well as inscribes the university's first step into ICT-afforded, across time and space, borderless education. The university then put into effect the blended learning policy to strongly encourage academics to complement their conventional face-to-face teaching with online activities.

The system was then replaced by a Moodle-based LMS (known as Morpheus) in 2007. The number of online courses on Morpheus has increased dramatically from 40 (in 2007), 261 (in 2008), 376 (in 2009), 561 (in 2010), 879 (in 2011) to 1038 (in 2012). The achievement is acknowledged when the Ministry of Higher Education chose UNIMAS online learning initiative for the year 2011 as one of the best practices among all Malaysian public universities. This is recorded in the book entitled 'Pelan Strategik Pengajian Tinggi Malaysia: Koleksi Aktiviti-Aktiviti Terpilih' which was launched by the Minister of Higher Education in June 2012. As for the most recent achievement, 35% of the courses offered in Semester 2 2015/2016 are recorded to have successfully achieved the blended learning requirements as set by the Ministry of Higher Education. The growing adoption of this blended learning approach illustrates the

progressive learning and teaching cultural change among UNIMAS lecturers and students into the digital paradigm.

In November 2013, UNIMAS was involved in the pilot production of a Massive Open Online Course (MOOC) in collaboration with the Ministry of Higher Education. The first UNIMAS MOOC on ICT Competency was made available in September 2014 and this depicts a further step into ICT-afforded borderless education as UNIMAS education is now brought to the global audience. Three more UNIMAS MOOCs were produced in 2015 and another nine are expected to be delivered in 2016.

Undoubtedly, the experience gained from LMS implementation for the last 16 years and the recent MOOC endeavour facilitate the transition into a more extensive ICT-afforded borderless education that aims to vigorously provide flexible, lifelong and just in time learning to communities outside the physical boundaries of the university.

UNIMAS STRATEGY FOR ICT-AFFORDED BORDERLESS EDUCATION

This strategy sets out a five-year (2016-2020) plan for developing UNIMAS into a significant entity in (i) bringing relevant education particularly to the diverse and dispersed communities in Borneo and (ii) expanding the education opportunities of the university to provide flexible, lifelong and 'just in time' learning to communities outside the Borneo island.

The Four Pillars. Four strategic pillars are erected to set a strong hold for achieving the above-stated intent of the strategy. Generally, the successfulness of the strategy will be measured by the (i) quality of learner experience, (ii) increased local communities' engagement, (iii) increased national partnership, (iv) increased business and industrial partnership, and (v) improved financial sustainability. The following provides a brief description of each strategic pillar and their respective actions. Although these pillars are described in consecutive order, the actions identified in these pillars are not meant to be implemented in the presented sequence. Instead, actions of the different pillars may require parallel and cyclical execution in the actual implementation.

Pillar 1: Strengthening the Fundamentals. The first focus of the UNIMAS Strategy for ICT-Afforded Borderless Education places the commitment of the university to strengthen the fundamentals in order to evolve and improve our digital delivery affordances. The university will

- Lay a robust ICT infrastructure, facilities as well as learning design and technical support teams as they are crucial to support the delivery and creation of digital learning resources and activities.
- Attain academics' confidence on the potential and benefits of venturing into providing borderless education and gain their commitment by alignment it with their professional advancement as well as the university's target.
- Equip academics with essential knowledge and skills to plan, produce and facilitate borderless digital education through continuous professional development.
- Provide effective quality assurance and regulations to ensure high quality student experience and systematic educational delivery.

Pillar 2: Intensifying Learners' Engagement. Securing learners' engagement is the second focus of the strategy. The university will

- Engage learners through proper learning design to enable them to meaningfully and committedly consume, connect, create and contribute in digital learning environments. Means to afford personalised learning via intelligent adaptive learning will also be given emphasis to provide a more productive and intuitive user experience.
- Engage the diverse and dispersed local communities by providing online educational programmes that are customised to their specific needs and cultures as well as democratising education by providing them the equal opportunity to access all other open educational resources.
- Engage the national communities by intensively offering accredited online courses that allow learners to flexibly gain credit transfer between universities.

- Engage the global communities by intensively offering lifelong learning courses that highlight the niche of the university as well as the uniqueness of this part of the world. Fully online as well as hybrid educational mode will be offered to attract more international students' enrolment to the university as fees may be made much more attractive with such delivery mode.

Pillar 3: Establishing Partnerships. Collaboration and partnerships are also a key focus of this strategy. They offer great opportunity for the expansion of more relevant and attractive education offerings. The university will

- Strengthen partnership with other educational institutions to offer greater flexibility to earn credit and transfer.
- Strengthen partnership with business and industry to make available the offering of online education and training programmes that help to better equip the current and future workforce with the knowledge and skills that they need.

Pillar 4: Committing to Excellence. The fourth strategic pillar focuses on the commitment to sustain the competitiveness of UNIMAS ICT-afforded borderless education by ensuring its high quality educational delivery and embracing innovative education, training and research practices to adapt to the fast growing technology, learner choice as well as emerging local and global demands. The university will

- Safeguard the quality of educational delivery as robust quality assurance is crucial to build the university's reputation in borderless education.
- Spur innovations and continuous advancements in online educational delivery via the scholarship of teaching and learning practice as well as the input from the special interest group consisting of strong advocates for ICT-afforded borderless education.

CONCLUSION

In a nutshell, this paper has highlighted the factors that drive the development ICT-afforded borderless education in UNIMAS and in what way the more than two decades long of experience on various digital learning endeavours has established the necessary platforms and assurance for the university to continuously grow in this domain. The four strategic pillars are framed to ensure the expansion to more extensive borderless education occurs in a systematic and guided manner.

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Perspective VI: A School Web Based Consultancy Programme for Parents Working Abroad : An Intervention Programme

Ruth Ann Musngi, Michael Theodore Sese

INTRODUCTION

The care and guidance of parents are unquestionably important in a child's development, but if parents migrate for economic reasons, there would be changes in the roles and responsibilities among family members left behind. Labour migration in the Philippines remains to be of particular interest to civic organisations, the government, and several researchers. The intention is to understand the experiences of the children in order to come up with appropriate means to protect the well-being and the rights of the children in transnational households [6].

In this study, the OFW parent's behaviour towards the child before leaving the country and while working abroad is investigated. The behaviour of the OFW parent is believed to influence how the child perceives the parent's decision and the plight of their family. As the child perceives their parent's behaviour descriptive of either a secure, avoidant, or anxious-resistant attachment style, the child creates a concept of family. Based on the identified concept of family, the school's intervention programme customised according to the needs of the child is developed The intention is to provide resources as well as opportunities for continued *attachment* between child and parent while influencing the OFW's parent's behaviour towards the child even while abroad.

THEORETICAL FRAMEWORK

The study is anchored on Attachment Theory [7] which focuses on the importance of the ties of the mother or the primary caregiver with the child. This theory states that the quality of the child's relationship with the primary caregivers facilitates the development of the child's internal working model or mental representations for understanding the world, self, and others. This is further demonstrated through empirical studies

of infant-parent interaction. When the parent or primary caregiver is consistently providing the necessary time, care and emotional needs, the child manifest patterns of behaviour which are called secure. When the parent or the primary caregiver is detached or engaged in avoidant attachment behaviours, the child tends to be upset with the separation. Furthermore, the child may be seen avoiding getting into meaningful relationship with the parent and with others but instead, turn their attention to other things. When the parent or the primary caregiver is not consistent with his presence and in meeting the child's emotional needs, the child may be extremely upset and when reunited with the parent, may express conflicting behaviours. The child may want to be comforted but may also want to rebel or "*punish*" the parent for leaving [8]. However, the adverse effects of the negative attachment styles can still be reversed once the child experiences genuine care [9].

RESEARCH PARADIGM

To conceptualise the relationship of the caregiver/parent's attachment style with the child's concept of a family, a framework is presented in Figure 1 and labeled as Child's Concept of Family.

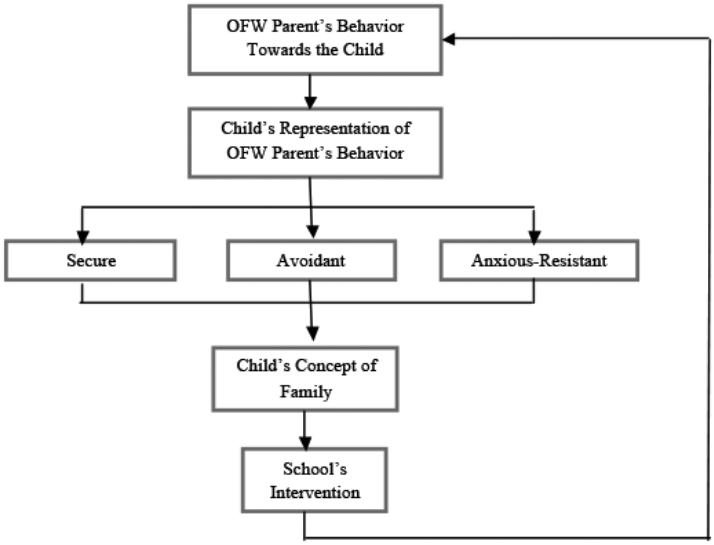

Figure 1 Child's Concept of Family

METHODOLOGY

This research is a qualitative study which involves seeing patterns, themes and holistic features revealed in the experiences shared by eight (8) Grade 6 and five (5) Grade 7 students. Six (6) of them have OFW mothers, seven (7) have fathers working abroad. Targeted subjects were chosen using purposive sampling of Grade School pupils enrolled in the current school year.

MAJOR FINDINGS OF THE STUDY

Figure 2 presents two concepts of family that emerged from the responses of the subjects in this study. The quality and manner by which the parent communicates his or her decision to leave for work abroad influence the child's capacity to achieve acceptance of the situation. The kind of intervention that the school can provide would depend on the kind of mental representation that the child has of his/her family. For OFW children who remain to have secure attachment behaviour toward their

parents, they might need help in order to maintain the closeness and open communication with their parents. On the other hand, for OFW children who regard their family as "broken" and separated, they might be in need of help in establishing or re-establishing the cohesiveness and open communication with their parents.

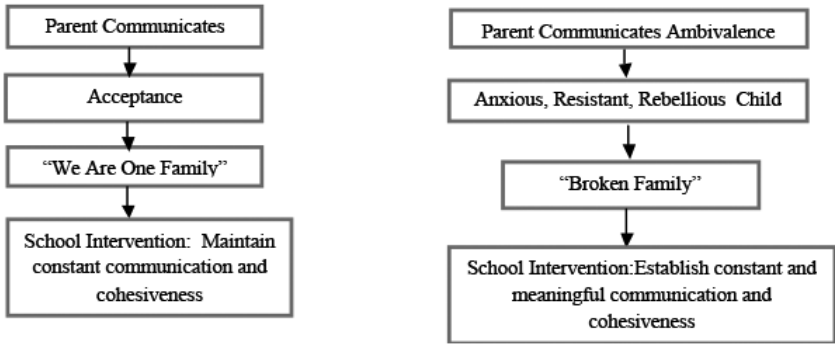

Figure 2 Concept of Family and Suggested Intervention: Data-based

SUMMARY

The essence of being called a family remains even if distance between the child and the parent exist. However, changes in the manner of communication, family bonding practices, as well as family roles are necessary and unavoidable if oneness in the family is sought. School becomes the second home for these children of OFWs. Whatever positive and negative experiences they have in the family usually manifest in their behaviours while in school. If what they need is to maintain or establish cohesiveness and communication with their OFW parent, the output of this study which is the Web-based Consultancy Programme might benefit them and their parents as well. The aim of this programme is to empower parents to continuously involve themselves in answering their child's needs for care, protection, and contact which would help them develop healthy pathways of growth. What is unique in this programme is its online delivery of the service to parents. Parents will have to go to www.smcl.edu.ph and click *Parents* located at the upper corner of the website. They

can choose among the available features of the consultancy programme: a) Click *"I Learn, We Learn "* if you answer "yes" to any of these questions: *Would you want to be updated on relevant issues of the youth?, Would you want to learn parenting tips to help you address concerns of your child?* b) Click *" My Child In School"* if you want to know what is happening with your child:*My child's strengths*- Click *the name of a counselor* and ask question about your child (Extracurricular/Institutional activities in school); Others: (click *the name of a counselor* and ask what you want to learn about your child); c) Click *"Dialogue"* if you want to be clarified on a specific issue of your child - Choose a counselor and set an appointment (if you want to chat with the counselor), orEmail a counselor; d) Click *"I Heal"* if you want to learn ways to improve your well-being as a parent.

It is hoped that this additional intervention provided for parents working abroad would facilitate the achievement of student goals for themselves and their families as well.

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Perspective VII: The Power of PhoTransEdit and Natural Reader Software in the Teaching Oral Reading Fluency

Varia VirdaniaVirdaus

INTRODUCTION

English language, like other languages, has four skills that should basically be learned. Those are listening, speaking, reading and writing. However, dealing with this article the writer only discusses the reading skill focused on oral reading fluency. Oral reading fluency is an important skill that all readers need to develop because those who have oral reading fluency are assumed to have the skill of reading comprehension and accuracy in delivering the speech. The basic link between reading fluency and comprehension, especially for the students who want to work hard with reading, may have been fresh news to some teachers [1]. Moreover, the National Institute of Child Health and Human Development [2] stated that many teachers and reading specialists are now focusing significant attention on developing their students' fluency skills. Rasinski [3] further stated that reading fluency is dealing with the elements of accuracy in speech, appropriate speed, and phrasing and expression. Further she states that if a reader can gain control over the surface level reading, then they can gain a deeper understanding of the meaning embedded in the text. The goal would be to not only increase reading fluency but also to increase the readers' level of comprehension.

Current research shows that when a student reads the same passage over and over, the number of word recognition errors decreases, reading speed increases, and oral reading expression improves. Consequently, reading comprehension improves. Research also indicates that a student's fluency highly correlates with his/her scores on standardised reading comprehension tests [5]. A student's accuracy and speed in reading aloud is an obvious and readily observable indicator of that student's reading ability. Reading fluency is an essential component of a student's global

reading skills [2]. Furthermore, up through grade 3, reading fluency is arguably the best predictor of future reading success [6].

However, to achieve good oral reading fluency, it cannot be separated from good pronunciation, both segmental and supra-segmental phoneme. Glavach [7] has pointed out that reading fluency is the ability of readers to read quickly, effortlessly, and efficiently with good meaningful expression. Further, he stated that reading fluency is about how accuracy, rate, and prosody work together to comprise fluent reading. Moreover, Erekson [8] has stated that prosody is a means for "reading with expression" and is one aspect of oral reading competence. This theoretical inquiry asserts that prosody is central to interpreting text, and draws distinctions between syntactic prosody (for phrasing) and emphatic prosody (for interpretation). Further, he stated that prosody is the music of speech. It includes features of sound such as pitch, stress, duration, and loudness.

Although oral reading fluency is absolutely important because it has a strong relationship with the reading comprehension, it is counted as a minor concern by the teachers. Rasinski [3] also stated that for years, reading fluency has been the neglected goal of the reading programme. Further, he stated that schools, teachers, school administrators, textbook authors, teacher preparation programmes, and others simply did not view reading fluency as an important issue for reading education. This might be one of the causes of the students' failure on comprehending the reading text. Some experts [3] have stated that lack of reading fluency appears to be the area of greatest impairment in reading.

To overcome the problems faced by the learners, when it is assumed that the learners have good hearing abilities and only phonetic symbols, stress, intonation, rhythm and oral reading fluency become the main problems, one thing that cannot be underestimated is the media of teaching oral reading fluency, because it is considered to be one of the language components that is difficult to learn without the help of suitable teaching media. In this recent research, the writer applied two software programs: (1) PhoTransEdit, which has been designed to help those who work with English phonetic transcriptions, is far from providing perfect automatic transcriptions but PhoTransEdit is aimed at just helping the learner save his/her time when writing, publishing or sharing English transcriptions

and (2) Natural reader software, which is professional text reader that converts any text into spoken words, lets the learners listen to text while the computer speaks aloud any text from almost any program – MS Word, Webpage, PDF files, and Emails, etc.

METHOD

This study applied the quantitative research, for it was concerned with certain numbers of variable and numerical data. The data used in this study was interval data because they were taken from students' scores of an oral reading fluency test. Meanwhile, the research method of this study was quasi experimental research applying non-randomised pre-test post-test control group design [9]. There were some reasons for taking this design: 1) the research was conducted without changing the setting of the class, 2) the researcher only collaborated with lectures of reading for doing this study to create the natural condition of the class, to avoid the students feeling observed which could cause the extraneous variable, 3) the two classes used in this research had been separated long before the researcher conducted the research, 4) the research was executed using the schedule of the lecture arranged by the institution.

The subjects of the research were the students of the computer science department of Narotama University, Surabaya, Indonesia. Group (1) consisted of 40 students taught using the software (experimental group) and Group (2) consisted of 39 students taught without using the software (control group), and the research question was "Do PhoTransEdit and natural reader software give better improvement on the learners' oral reading fluency?" In this study, PhoTransEdit and natural reader software were considered as the independent variables and learners' oral reading fluency score was regarded as the dependent one.

Since non-randomised pre-test post-test control group design was used in this research, the researchers applied ANCOVA formula to prove the hypothesis. The scores of the pre-test are treated as a covariate to control for pre-existing differences between groups. In order to gain accurate and correct data, the researcher had calculated the data by using SPSS for window version 20.

RESEARCH FINDING

One way Analysis of Covariance

Table 1 Tests of Between Subjects Effects

Dependent Variable: post-test

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1943.332[a]	2	971.666	3.357	.040
Intercept	20616.230	1	20616.230	71.219	.000
Pre-test	601.609	1	601.609	2.078	.154
Media	1641.635	1	1641.635	5.671	.020
Error	22000.263	76	289.477		
Total	293892.000	79			
Corrected Total	23943.595	78			

Pallant [10] states:" If the Sig. value is less than 0.05. then the Media (PhoTransEdit and Natural Reader and Without Natural Reader) differ significantly". Based on the above Table 1 (labelled Media on the SPSS output). The results of the analysis indicated that the null hypothesis were rejected. F(1, 76) =5.671.sig= 0.020< 0.05. The test assessed the differences among the adjusted means for the two groups which were reported in the Estimated Marginal Means box as 53,759without media which was less than 63,035for PhoTransEdit and Natural Reader.

Estimated Marginal Means

Table 2 Media

Dependent Variable: post-test

Media	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Software	63.035[a]	2.713	57.631	68.439
Conventional	53.759[a]	2.748	48.285	59.233

Based on the Estimated Marginal Means, the alternative hypothesis saying that the students who were taught using PhoTransEdit and Natural Reader have achieved better Oral Reading Fluency than those who were taught without using those media was accepted because the mean score for the media was 63.035, which was greater than 53.759 for without media.

CONCLUSION

This study obviously revealed that the PhoTransEdit and Natural Reader software could significantly prove that the learners of oral reading fluency were able to read more accurately and at a more appropriate pace using the fifth semester level text after 12 meetings of instruction using PhoTransEdit and natural reader software. By using those software, the students could easily have frequent chances to listen to the words read by the native speakers presented on their laptop as a reader model at normal speed and repeat the reading text until they were able to read fluently. These results were also similar to those of a study conducted by Roundy and Roundy in 2009 explaining that a high level of automaticity is attained as a result of repeated cycles of reading. Fluency experts [3, 4] state that oral reading fluency instruction does improve overall reading proficiency at all grade levels. This study could really prove that PhoTransEdit and natural reader software have the power to improve the learners' oral reading fluency.

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Perspective VIII: The Use of Technology in the Classroom: Upgrading the Reading Ability of Selected E-Learning Students at Marikina Science High School

May C., and Cecilio S. Volante III

INTRODUCTION

Reading is one of the macro skills in a curriculum which students should learn while enrolled in school. Reading as noted by Bachman [8], is a vital part in the academic affairs and is also tantamount to academic contexts of people. This means that in everyday life, reading is inevitable and considered a part of daily life.

Reading is defined by the National Assessment of Educational Progress [10], "which is an active process that involves understanding written text, developing and interpreting meaning and using meaning as appropriate type of text, purpose and situation". This definition of reading given by the NEAP is appropriate with the everyday activities done by students.

Reading encompasses comprehension, skills, strategy, ability and proficiency. These words are the terms teachers encounter in their English Reading classes. The level of mastery of the learning competencies of students in Reading is gauged using exercises from modules or workbooks be it regular class or online classes. Reading materials are substantive in the mastery of learning competencies of students. The features of text have a big effect on comprehension. [3,7] Reading is not only extracting the meaning of the words used in the text but also getting the surface code (exact words), the text base (the meaning the word it denotes) and exemplification of the mental constructs entrenched in the text [3]. Therefore, there are certain processes that a person undergoes before getting the meaning of a certain word. However, in the classroom setting, most of the time, students find it difficult to understand words used in a reading text presented in the class. In addition to this dilemma, there are readers who have the impression that they can fully understand a

text if they know the content words and some sentences [4]. A study by Ponteras [5] revealed that a Word Vocabulary Workbook enhances the development of comprehension skills of students. Another study by Ilustre [6] showed that strategies such as metacognitive reading strategy yield to text understanding in reading tasks. According to the study of Gillaco [9], we can also attribute the word recognition to reading comprehension level of students. If students cannot recognise the meaning of the words, this becomes a problem in facilitating the mastery of learning competencies in a reading class. There may be strategies in deriving the meaning of a text, but still there are hindrances in the mastery of learning competencies.

This problem of not achieving the optimal level of mastery of learning competencies in reading with all the reading strategies available is the primary dilemma of the students as well as teachers. This study explored the effective reading strategies that were utilised in the modules of the E-learning students and identified the learning competencies which needed enhancement when it comes to reading.

SCOPE AND LIMITATIONS OF THE STUDY

This study focussed on the assessment of the use of technology in the classroom to upgrade reading ability of selected e-learning students in Marikina Science High School, Marikina City. The respondents of this study were selected Grade 7 students enrolled in the E-Learning Programme of the school, School Year 2015-2016. The facets explored in this study were limited to reading competencies, E-Learning English Modules, exercises and reading strategies.

RESEARCH PARADIGM

The input consists of 30 E-Learners as respondents of the study. Included also are the modules used in the study and school documents in identifying the respondents of the study and some other factors that can assist the researchers in conducting the study.

The process of the study consists of the retrieval of module exercises results, statistical treatment of the data, and the analysis and interpretation of data.

The model that guided the conduct of the study follows the Input, Process and Output approach (I-P-O) and is shown in paradigm form in Figure 1.

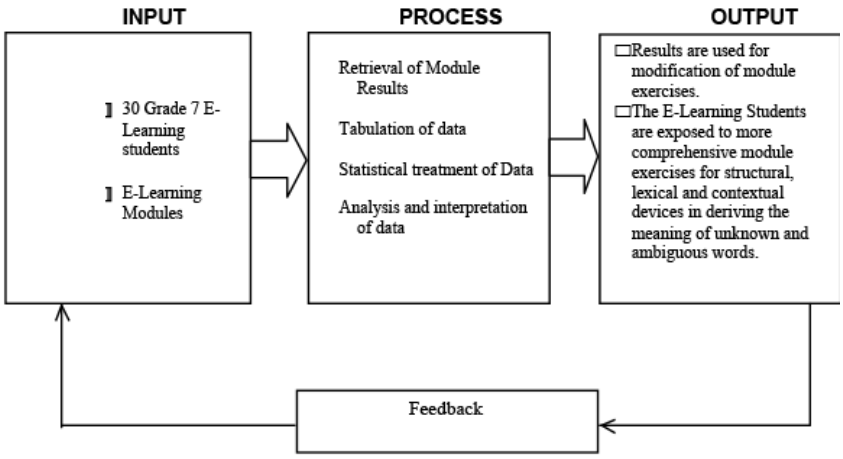

Figure 1 Research Paradigm

METHODS OF RESEARCH USED

A descriptive research method was used in this study. According to Mallick and Verma, "descriptive method of research is primarily concerned with portraying the present" [2]. Descriptive method of research has the purpose to depict the present position of a given situation [2]. In addition, descriptive research method not only goes beyond simply collecting and tabulating of factual data [2]. A quantitative descriptive method reports the data in raw form [1]. The researcher groups the data and presents it in tables and figures [1]. The data reported are organised to provide a suitable overall picture at a glance [1]. Most of the time statistics like means, standard deviations, and others are used for useful description of data presented in tables or matrices [1].

Descriptive research method was used to identify the number and frequency of errors committed in the module exercises in the corresponding learning competencies of Grade 7 E-Learning students in

Marikina Science High School, School Year 2015-2016. The research also extrapolated on the efficiency of the module exercises in reading used for the E-Learners.

SOURCES OF DATA

The sources of the data for this study are seen in the tables below which were divided into seven main competencies of Grade 7 E-learners for reading and the reading strategies used in the learning competency which got the highest frequency of error.

Table 1 Learning Competencies

Learning Competencies	Number of Students	Frequency of Error
Get information from the different parts of a book, current information from newspapers and data from general references in the library	30	12
Use different reading styles (scan, skim, read closely, etc.) to suit the text and one's purpose for reading	30	10
Use non-linear visuals as comprehensive aids in content texts	30	5
Use ideas and information gained from previous readings and personal experiences to better understand a text	30	2
Conduct a covert dialogue with the writer as a basis for formulating and modifying hypotheses	30	15
Use varied text types to develop extensive reading skills	30	12
Use structural, lexical and contextual devices in deriving the meaning of unknown words and ambiguous and information-dense discourse	30	24

Table 1 shows the frequency of errors in each learning competency in reading. It can be gleaned from the table that there are more students who need more exercises for structural, lexical, and contextual devices in deriving the meaning of unknown words and ambiguous and information-dense discourse since they committed more errors in this learning competency. This also reveals that students have problem in identifying vocabulary words in texts given during reading classes.

Table 2 Reading Strategy in Identifying Meaning of Unknown Words

Reading Strategy in Identifying Meaning of Unknown Words	Number of Students	Frequency of Error	Weighted Mean
Morphemic Analysis (prefixes, suffixes, root words)	30	13	2.30
Contextual Analysis (meaning of words based on how it is used in a text)	30	20	1.50
Word Maps	30	12	2.50
Synonyms and Antonyms	30	18	1.67
Concept Definition Maps	30	15	2

Table 2 presents the reading strategies of the 30 E-Learning students and the frequency of errors as well as the weighted mean of each reading strategy. As shown in the above table, contextual analysis got the highest frequency of error and the lowest weighted mean. This shows that students' weakness is in determining the words used in the texts provided in the class. The second reading strategy that got the highest frequency of error is synonyms and antonyms. The third reading strategy that got the highest frequency of error is concept definition maps.

DATA GATHERING PROCEDURES

In the data gathering procedures, as shown in Figure 1, there were 30 Grade 7 E-Learning students, and the results of their E-Learning modules for reading were the input. Scores for each module were tabulated for each learning competency for reading. Frequency of errors and computation

of the weighted mean for module activities were tallied to identify what competency needs more improvement for mastery. There are seven competencies and under each competency there are also sub-competencies. The main competencies were then identified to check the number of items under these competencies for frequency of errors. The frequency of errors and the weighted mean for the seven main competencies were then categorised to determine the module exercises that could affect the scores of the E-Learning Grade 7 students. The data were then analysed and interpreted.

STATISTICAL TREATMENT OF DATA

The statistical treatment of data utilised in the research paper was frequency and weighted mean. Frequency was used for determining the number of errors committed in each competency. The weighted mean was used to identify the exercises where students got a higher score which then provided the strategies used to answer the exercises in the module.

SUMMARY

This research paper was able to identify the learning competencies that need to be improved and reading strategies that enhance the reading ability of the E-Learning Grade 7 students of Marikina Science High School. The following learning competencies for reading need to be improved and students need to attain competence so that upgrading of reading ability will be achieved: (1) use structural, lexical, and contextual devices in deriving the meaning of unknown words, ambiguous and information-dense texts; (2) conduct a covert dialogue with the writer as a basis for formulating and modifying hypotheses; and (3) get information from the different parts of a book, current information from newspapers and data from general references in the library and use varied text types to develop extensive reading skills.

For the reading strategies used in the modules that facilitated the mastery of the learning competencies in reading, the following data were gathered: (1) word maps; (2) morphemic analysis; and (3) concept definition maps.

CONCLUSIONS

Based on the data presented in the tables, identifying the meaning of the words is one of the competencies that needs to be improved. It showed from the results that students find it difficult to determine meaning of the words in a reading. The reading strategies employed in the modules for E-Learners exhibited that contextual analysis (context clues) is one of the strategies that teachers should focus on. The skill of identifying the clues given in a reading text is the weakest skill in reading as proven by the results of the module exercises. The strategy that helped students understand the texts is the word map where they will identify unfamiliar words and guess its meaning without any clue. The E-Learning students have also a good skill in morphemic analysis. In a nutshell, E-Learning students have difficulty in context clues and synonyms and antonyms as reading strategies.

RECOMMENDATIONS

Based on the conclusions, the researchers suggested that there should be an emphasis on vocabulary exercises for the E-Learning Grade 7 students. This should be coupled with the reading strategies utilised in the modules that brought good results in their reading exercises. These exercises are recommended to be used by the students. Crafting other reading strategies similar with the reading strategies employed in the reading modules is advisable to attain the adeptness of learning competencies for reading.

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Perspective IX: A Structural Framework for Online Architectural Design Studio Informal Learning

Roslina Shari and Mohamed Rashid Embi

ARCHITECTURE DESIGN EDUCATION

The Internet or web technologies are becoming part and parcel of daily lives of both students and educators. It covers a wide range of usage encompassing all levels of society regardless of age, locations, cultures, languages, etc. This technology particularly changes the way we communicate with each other and has a major role in changing the lifestyle of the population the world over. It also changes the teaching and learning in architectural education nowadays where the collaboration and communication take place regardless of the boundary of time and space. Kvan and Kvan (1997) [1]asserted that architectural design is a collaborative activity involving people from disparate physical locations, even if those locations are only separated by a wall or a floor and not continents. Consequently, the functionalities that are offered by ICTs and Internet technologies suit the environment.

William Mitchell (1977), [2]a world famous theorist, researcher and educator in this field presented a highly compelling description of how learning communities of the future will be supported and connected by digital telecommunication infrastructures in a conference organised by ArchNet-IJAR in 2003. In line with this, Anne Beamish (2003) [3], the creative director of ArchNet[1] stressed on the needs to assess, adjust, and redefine both the role of global communication in education and the role as educators in a fast changing global setting. With this development, the role of communications as well as advanced technology took the centre stage in today's educational research in most fields. It is imperative for the

[1] The ArchNet International Journal of Architectural Research (IJAR) is an online academic blind reviewed publication on architecture, planning and built environment studies which aims at strengthening ties between scholars from different parts of the world as well as bridging the gap between the theory and practice of Architecture with a special focus on architecture and planning in the developing world.

Malaysian architectural education scenario goes in line with this growth, especially on improving the communications between the students to students, students to lecturers and students to external assessors whom are always involved in the learning process of the students.

The study proposes a framework for an operational web-based or process-based system in enhancing the communications in the teaching and learning of architectural design for the architectural students and coins it as an 'Informal Studio Learning'.

THE TRADITIONAL DESIGN STUDIO TEACHING

The design studio has long been a major component of architectural education. Traditionally, it has involved relatively small groups of students working individually under the direction of a studio master. As the world changes, however, there is a need for architects and students of architecture to learn to work and collaborate in an increasingly international, multi-lingual and multi-cultural environment. According to Nasser Rabat (2002)[4] in the 'Boundaries of Architectural Education Today', Architecture education has changed in line with the architectural profession that has long becoming a highly celebrated and intellectually passionate pursuit. He further added, the apprenticeship model, which is the basis of architecture education long before the Bauhaus, where the architectural students worked in ateliers become inadequate intellectually. It had to be augmented by other model of education in which knowledge is passed on not only by examples to be imitated but also by abstracting observations and by debating, discussing, and critiquing the processes and the results.

RESEARCH DESIGN AND METHODOLOGY

A mixed-method which involves sequential 'explanatory' and 'exploratory' procedures was applied. A combination of quantitative and qualitative methodology was implemented in this research whereby 72 items survey was conducted to 256 students from six local universities, followed by an interview to lecturers and students. The second phase of the research was a survey on the users' verification, feedback and perception on the proposed framework.

In order to provide or propose the framework, the following research objectives were considered:

i. To identify the problems faced by the students in the teaching and learning of the architecture design studio course, both with or without the use of the Internet.

ii. To evaluate how the Internet has been and can be used to overcome the problems of communication between the architecture students and their peers, between the students and the lecturers; and lastly between the students and the external assessor cum practitioners.

iii. To synthesise the problems related the use of the Internet/web based for teaching and learning architectural design studio.

iv. To develop an operational and structural framework for an Internet portal (Informal Studio) for the purpose of improving or supporting the communication in teaching and learning of the architectural design studio.

One of the main results obtained that becomes the point of departure of the study is the significant number of students, about 85%, stated that they wish for the tutorial session to be conducted informally and outside of the studio hours as shown on Table 1. Almost all of the students, about 90% said that it would be very good if the lecture input from the lecturers can be reviewed outside the studio hours as to assist them in their studio projects. There is a significant urgency to resolve this particular issue, thus the development of the structural framework of the computer assisted architectural studio informal learning.

Table 1 Tutorial/Critique Session **-** Outside Studio Time

TUTORIAL – OUTSIDE STUDIO TIME	**% agree**	**% disagree**
31. I wish for the tutorial session to be able to be conducted informally, OUTSIDE the studio hours.	85.8	14.2
It would be very good if the lecture input from the lecturers can be reviewed OUTSIDE the studio hours as to assist me in my studio projects.	90.5	9.5

CRITERIA, CHARACTERISTICS AND CAPABILITIES OF THE PROPOSED FRAMEWORK

The various functions and roles that can be utilised and integrated in the structural framework of web-based informal studio learning are derived from the analysis of the survey and interview coupled with the current available enabling technologies. The comments and recommended suggestions made by the students and lecturers are well taken into consideration and these led to the formulation of the criteria and nature of the structural framework of the informal web based learning environment. Based on the conceptual framework and the established criteria (Figure 1), the proposed structural framework of the Informal Studio Learning is developed to contribute and support the teaching and learning of architectural design studio by providing the various functions and domains. The proposed system framework comprises of 8 major Domains which are: Domain 1 (Students), Domain 2 (Lecturer/Instructor), Domain 3 (WWW/ Knowledge Based), Domain 4 (Intelligent Advisory System), Domain 5 (Expert/Practicing Architect), Domain 6 (Shared Window/Data), Domain 7 (Crit Panel/External Assessor/Juror), and Domain 8 (Data Storage) as shown in Figure 2.

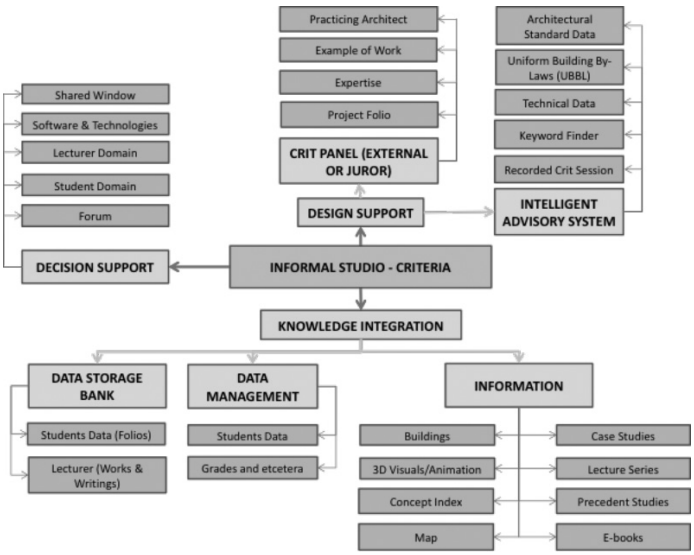

Figure 1 Criteria, Characteristics and Capabilities of the Proposed Structural Framework

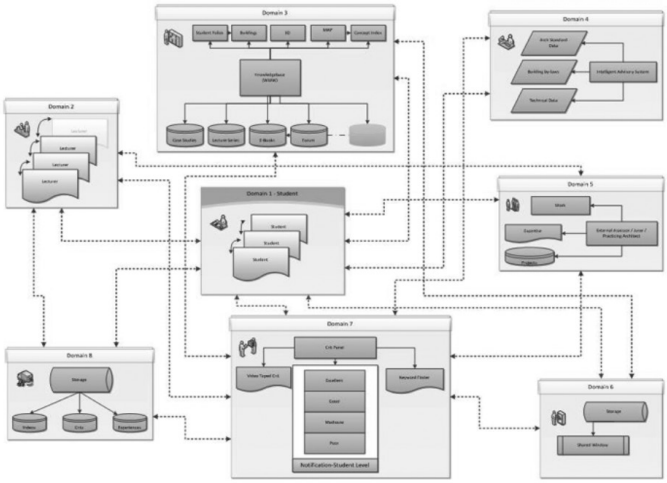

Figure 2 Detailed System Framework of the Informal Studio

THE STRUCTURAL FRAMEWORK FOR ONLINE ARCHITECTURAL DESIGN STUDIO INFORMAL LEARNING

Detail system of the Proposed Structural Framework is then developed into a complete and integrated online learning system. Below are some of the examples of the pages from the eight major domains showing the screen layouts of each domain and the user interface. The working prototype of the Informal learning system will be the next step to be done by the researcher. The current design of the system is presented to the users and feedback from them were derived for further improvement.

Figure 3 Samples of the pages -Proposed Structural Framework of the Informal Learning

CONCLUSION

The proposed structural framework provides the required knowledge and intelligent design support system or assistance needed by the students and allows interaction and communication at any time. A survey on the users' verification, feedback and perception on the web based framework was then

conducted to students, lecturers, and external assessors. The result found that the web based system structural framework can enhance the design studio pedagogy in architectural schools as it takes into considerations the needs and requirements of both learners and lecturers. It was perceived as able to facilitate active exchange of ideas, to increase the interest and interaction among students and their peers and lecturers and external assessors. It promoted the development of critical thinking and creative exploration and made studio learning environment more collaborative, cooperative, and interactive.

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Perspective X: Content Management System: An Aid for Quality Instruction

Benrie James B. Nufable, Joel T. Balidio and Hubert T. Gamboa

INTRODUCTION

Educational institutions today have merged with technology to ensure quality education is provided to their clients. In the academic sector, technology plays a vital role. The term technologies for learning refer to both the products and process of technology as they are applied to human learning [1]. The term is also associated with the instructional design and instructional development. Technologies for learning also involve instructional media or tools. These different media are classified into hardware and software. The term software and systems are sometimes interchanged in the Information Technology (IT) world. A system is defined as the combination of all different components working together to meet the objectives [2]. There is also a term called open source software in the IT industry. This software is usually available online which can be used, modified and improved by anyone and can be redistributed freely [3]. Open source software differs from proprietary software, for the latter is supplied under a license agreement, may require a fee to use the software, may limit the number of machines the software can be used on, and usually prohibits any copying or redistribution. One of the useful software of this kind is a Content Management System (CMS). It is applicable for institutions that require data management, namely user accounts monitoring, performance evaluation, and other management-related services. This open source software can be modified and reprogrammed to suit the needs of its clients. In La Consolacion College- Bacolod, Internet connection is offered to students and teachers. The researchers presumed that if a CMS that could be an aid for instruction is available online, then learning in a new way can be achieved. This system can serve as a useful tool for communication between students and teachers. These considerations in mind brought the researchers to conduct a study on CMS for La Consolacion College Bacolod.

RESEARCH SCOPE

The study involved La Consolacion College Bacolod students enrolled in the Bachelor of Science in Information Technology (BSIT) and its faculty. The BSIT programme of La Consolacion College Bacolod has started its operation since June 2008. The programme is from the School of Business and IT Department. It started with an initial population of fewer than 60 students. Years after, the number of students and the number of faculty members in the programme has increased. Along with the transition, quality instruction has also become a priority of the IT Area. Computers have been made available for each student and from time to time, there have been updates to the installed software. There are also efforts to introduce new software so as not to fall behind the changes in the world of IT. Other resources like the Internet connection are provided to students and teachers, so they can download materials related to their course subjects. Instructional media like television and projectors are also made accessible to teachers and students whenever they request it. With regards to the curriculum, course syllabus and course outlines also undergo regular revisions to ensure that IT updates are incorporated into the courses taught to the students. Lastly, the library has also subscribed to new journal accounts and has purchased new editions of IT-related books for students to use. All of these activities show the commitment of La Consolacion College Bacolod to quality instruction. To augment efforts of the IT area for quality instruction, the researchers conducted a study that would pave a way to the development of a CMS, a new way of learning. The study focuses on the respondent's' perception of the need to develop a CMS. It also covers the features which have to be included in the system. Although there is several programming software like PHP and ASP.Net that could be used for the CMS development familiar available open source software was prioritised and enlisted in the survey instrument. This kind of software is modifiable or programmable depending on user preferences. Once the results conclude the need for a CMS, this will be a drive to its development.

RESEARCH QUESTIONS

This research endeavour targets the development of a Content Management System for La Consolacion College-Bacolod IT Area with the intention to answer the following questions:

- What is the perception of faculty and students on the need to develop a CMS?
- What is the perceived impact of using CMS on the teaching efficiency of Faculty?
- What are the important features which should be included in the development of a CMS as perceived by the faculty and students?
- What is the ideal CMS which is most likely to be used by faculty and students?

RESEARCH METHOD

A descriptive survey study was used to summarise data and obtain relevant information concerning the perception of the extent of the need to develop a CMS as an aid for quality, instruction, the perceived impact of CMS on teaching efficiency, the features that must be included in the system and the ideal CMS to be used by the faculty and students. Also, this method was used since the study seeks to ascertain respondents' perspectives [4]. Respondents were asked to participate in accomplishing the procedure of conducting the survey. Certain inclusion criteria were also imposed to achieve pertinent information. The respondents of the study were the IT faculty members and students of the IT Area who seek to improve the quality of the instructions delivered. The CMS applications and possible features were also presented to the respondents. A Likert-format survey was used. In this survey, five choices were provided for every question or statement. The scale below was used to interpret the total responses of all the respondents for every survey question by computing the mean:

Range Scores	Interpretation
4.01 – 5-00	Very Great Extent / Very Important
3.01 – 4.00	Great Extent / Important
2.01 – 3.00	Moderate Extent / Average
1.01 – 2.00	Slight Extent / Less Important
0.00 – 1.00	Negligible Extent / Least Important

RESEARCH RESULTS

Table 1 shows the overall rating as to the extent of the need to develop a CMS which is "very great extent" and has the mean score of 4.3. The aspects of a method of providing notes and additional reading materials, communication on student inquiries, and storing and retrieving students' files have the highest rating of 4.4.

Table 1 Perception of Faculty and Students on the Extent of Need To Develop CMS to improve different Areas

Area	Mean	Interpretation
Teaching efficiency	4.3	Very great extent
Method of providing notes	4.4	Very great extent
Manner of extending services	4.3	Very great extent
Communication on student inquiries	4.4	Very great extent
Communication of students concerns	4.2	Very great extent
Storing and retrieving	4.4	Very great extent
Efficiency on submission of requirements	4.2	Very great extent
Ways of coping up	4.1	Very great extent
Students' academic performance	4.3	Very great extent
Overall Extent of Need	4.3	Very great extent

The result is highly supported [5] in the article why use a custom Content Management System, for some good reasons, there is indeed a very great extent of a need to consider a CMS website. Such reasons

include a customisable interface, efficient information management, lower cost, and easy installation.

Table 2 Perceived Impact of Using CMS on the Teaching Efficiency of Faculty

Area	Mean	Interpretation
Classroom instruction delivery	4.6	Very great extent
Student teacher communication	4.6	Very great extent
Academic advising of students	4.7	Very great extent
Length of time in checking the quizzes, examination and activities	4.7	Very great extent
Providing immediate results of quizzes and examination	4.7	Very great extent
Overall impact	4.7	Very great extent

Table 2 exhibits the result of the overall perceived impact of using CMS on teaching efficiency of IT faculty which is "very great extent" with the highest rating of 4.7. The result also showed that the use of CMS has a very great extent of impact on all aspects such as classroom instruction delivery, student-teacher communication, academic advising, duration of time in checking activities, and providing immediate exam results.

Table 3 Perceived Impact of Using CMS on Students

Area	Mean	Interpretation
Improvement of grades	4.5	Very great extent
Communication to the teacher	4.4	Very great extent
Monitoring of performance	4.4	Very great extent
Quick access to subject notes and requirements submission	4.4	Very great extent
Request support from fellow students	4.4	Very great extent
Overall Impact	4.4	Very great extent

With the mean score of 4.4, Table 3 shows the overall rating as to the perceived impact of using CMS to students is "very great extent." Accordingly, the use of CMS by the students will bring many advantages to the teaching-learning process like influencing others to use similar systems to share knowledge, collecting of information like examinations, submitting homework in a common place, giving immediate feedback to learners, monitoring students' performances in detail, and improving data sharing among students [6].

Table 4 Important Features in the Development of CMS as Perceived By the Faculty and Students

Area	Mean	Interpretation
Student Forum	4.6	Very important
User Accounts Management	4.7	Very important
Downloading and uploading	4.7	Very important
Evaluation tools for quizzes	4.7	Very important
Evaluation tools for examinations	4.7	Very important
Security of accounts	4.7	Very important
Reliability of systems services	4.6	Very important
Semester updates	4.8	Very important
Online accessibility	4.7	Very important
Password retrieval	4.8	Very important
Overall Rating	**4.7**	**Very important**

Table 4 shows that all areas such as student forum, user account management, downloading and uploading, evaluation tools for quizzes and examinations, securing of accounts, reliability of the system updates, accessibility, and password retrieval have a rating ranging from 4.6 to 4.8. The result means that all useful features of developing CMS are very important as perceived by both users.

CONCLUSION

From the preceding findings, the following conclusions were drawn:

1. The faculty and students perceived a great need to develop a CMS as a new learning process to improve the delivery of instructions. Students are expecting the urgency of implementing the technological change as a new way of instruction through the use of available CMS software for the upcoming school year.
2. The impact of using CMS on teaching efficiency of IT faculty is of very great extent and that learners are influenced by its usefulness. The result implies that the use of CMS must be fully integrated into all year levels covering most core subjects.
3. The usefulness of CMS can be materialised by the inclusion of important features in the software's modification and development as indicated in the study. Thus, faculty, students, and administration should be supportive and resourceful, and must constantly update the implementation of a well-developed CMS. With the use of this new way of the learning process, both faculty and students will attain competencies attuned to the demands of business industry.

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Perspective XI: Professionalism on Social Media Usage among Medical Students in Universiti Putra Malaysia, Serdang

Faridah Idris, Puteri Shanaz Jahn Kassim, SayyidahAqilah Ridzuan and Muhammad Afwan Shamsulbaharin

INTRODUCTION

Social media is a collection of applications that can be assessed by the internet that are used for information creation and swapping between people throughout the virtual world [1]. There are five broad categories in social media, namely, "social network sites (e.g., Facebook (FB), blogs or microblogs (e.g., Blogger, Twitter), common projects (e.g., Wikipedia), content communities (e.g., YouTube), and virtual games or social worlds (e.g., HumanSim) [2]. For Malaysia, in the year 2014, the top five social media used were Yahoo, Facebook, Google, YouTube and Blogger [3].

Facebook was ranked the first in the most widely used social media throughout the world with near 1.2 billion users and is also widely used among medical students in the United States of America, United Kingdom and Australia [4]. It was used either for personal of professional matter [5]. Among the usage include sharing medical update [6], exchange clinical experience, sharing the challenges they encountered in their workplace and communicating with the society. At the same time, it may pose some risks, because the public may misunderstand or misjudge the attitudes of the medical students in the social media [7]. There are five common categories of improper posting by medical students in social media: drunken attitude, obvious sexually related content, foul language/ offensive behaviour, lapses in patients' confidentiality and defamation [8,9]. This study aims to determine the professionalism on social media usage among medical students and its association with sociodemographic factors (gender, ethnicity and academic year).

METHODS

This was a cross-sectional study in which the data was collected through the survey given to the medical students from first year to fourth year in Universiti Putra Malaysia, Serdang, Selangor in the year 2016. All medical students who were available in Universiti Putra Malaysia, Serdang during the data collection were included. A total sample size of 238 patients has been calculated with 80% of power and 95% confidence interval. The survey was divided into four sections. The first two sections are about the demographic data and assessing the social media usage. The third section assessing the professionalism on social media based on literature review and the response were measured using a 5-point Likert scale (Strongly agree- strongly disagree). The last section is to assess the respondents 'exposure to guidelines on social media usage. The survey was given to medical students to other university as a part of validity study and Cronbach's Alpha test was used as measure of reliability. The survey was modified based on the feedbacks and Cronbach's Alpha was 0.643 after modification. All data has been analysed using IBM SPSS Statistics Version 21.0. Both frequency and percentage were used to analyse descriptive variables. Respondents who had at least one social media account and use it frequently were assessed for professionalism. Respondents who obtained more than the cut-off point based on the survey questions were considered to be unprofessional. The association between categorical data were analysed using Chi-square test and taking a p-value of <0.05 with 95% confidence interval was considered to be statistically significant. Ethical approval was obtained from the Ethical Committee of Human Research, UPM. Data from the respondents were kept confidential and were not identified.

RESULTS

The response rate was 90% (214 respondents out of 238 surveys distributed). Table 1 shows the distribution by sociodemographic data of the respondents. All students have at least one social media account. 99.5% have Facebook account followed by Instagram (74.3%), Youtube (63.1%), Twitter (53.3%) while only 19.2% have account in Blogger.

77.6% of the respondents reported that they used Facebook on daily basis compared to 47.2% for Instagram and 31.8% for Twitter. Table 2 shows the level of professionalism among the respondents.

Table 1 Demographic characteristics and usage of social media of respondents

Socio-demographic Factors		**N**	**(%)**
Gender	Male	59	27.6
	Female	155	72.4
Ethnicity	Malay	154	72.0
	Non-Malay	60	28.0
Academic year	Pre-clinical	112	52.3
	Clinical	102	4

Table 2 Proportion of professionalism when using social media

Level of professionalism	**N**	**(%)**
Professional	201	93.9
Unprofessional	13	6.1

Only 36% of respondents have ever read guideline on social media for general society and majority (77.6%) had never read guideline specific for medical students. 81% of respondents showed that they will change their attitude on social media after they have read the guideline. There was no significant association between sociodemographic characteristic (gender, ethnicity and academic year) and professionalism towards social media usage.

DISCUSSION

Our study showed all our medical students have at least one social media account and almost all have Facebook account and majority use their Facebook account every day. This finding is consistent with few other studies in UK and Turkey [4,10]. Even though Hamat *et al.* (2015) showed that 19% of the university students in Malaysia did not have any social

media account, probably it is because they have larger sample size and during that time social media was not as widely used before as in current situation. Not only Facebook account becomes the most common social media used, it is also used frequently as showed by our data. This is no different from the data from Turkey and Malaysia [10,11] which showed more than two third of their students used Facebook on a daily basis. For medical students in UPM itself, each batch have their own Facebook group. Every information and notes basically will be shared through that platform thus making it a necessity for the students to have a Facebook account to access that group. Currently, Facebook is not only used as time pass activity when they are bored or to distract themselves [12,13] but also as an important platform for their learning process. Majority (93.9%) of our students were classified as professionals towards social media usage based on the survey used. This is higher than the study found by Langenfeld *et al.* in 2015 [14] which showed 74% of the surgeons under study did not have unprofessional content, 14% had unprofessional content while 12 % had potential unprofessional content. The differences may be due to few reasons. Our study is only based on self-administered survey and the respondents answered that based on their self-perception of their online behaviour. No direct observation was done on their FB account unlike the study done by Langenfeld in Nebraska. Our survey was constructed in such a way that the respondents need to answer disagree or strongly disagree to ensure their online professionalism. This can lead to systemic bias during answering survey.

Cultural reasons need to be considered while comparing these two findings. Among the common unprofessional behaviour in the Langenfeld study is alcohol consumption, improper attire and controversial statement (support for marijuana legalization). All those behaviours are not common in our setting due to cultural and religion belief.

Generally, females are perceived to exhibit more online professionalism than males [14]. However, we did not find any association between gender and online professionalism in social media. Similarly, we did not find any association between gender and academic year and professionalism towards social media even though there is study showing that ethnicity may play a role depends on whether they are more liberal

or conservative in nature [15]. Most of our students never read any social media guideline, either the one general for the whole society or specific to health professionals and medical students. It seldom occurs to most of us that such thing as common as posting in social media need to be done with some guidelines. However, social media pose risk for health care institutions and could potentially affect the security and safety of many aspects in health care such as confidentiality, doctor-patient boundaries and relationship. It is timely that these institutions come up with guidelines on the appropriate use of social media [16]. It is reassuring to see that majority of our students (81%) agreed to change their online attitude after they read such guidelines.

SUMMARY

Our study showed that all medical students in Universiti Putra Malaysia had at least one social media account and almost all have a Facebook account. Majority of them used their Facebook every day. A large proportion of the medical students showed good professionalism toward social media usage even though they never read any guideline regarding social media. Anyhow, because this is a self-administered survey, it was subjected to personal bias and self-perceived data. Further study needs to be done to see their actual FB posting to ensure their online professionalism on social media.

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Perspective XII: The Future of Education with Open Access Education and Innovative Technology

Lim Chee Leong, Lee Kim Lian and Tang Siew Fun

INTRODUCTION

In recent years, Malaysia has quickly become one of the first countries in the world to implement a nationwide strategy that would integrate Massive Open Online Courses (MOOC) with on campus university classes. This approach would come to be known as 'blended MOOCs' [1]. Although the MOOC programme is in its infancy stage, most private and public higher learning institutions have already begun to implement MOOC into their learning pedagogy. As such, there is an importance of ensuring that learning resources are made available for students at no cost or at an affordable cost so that students are able to access information regardless of location, status or background. MOOC will only thrive with the implementation of open access learning. Open is not an end in itself, but a means for achieving the most effective dissemination of scholarship and research and this can be done towards realising MOOC. This paper aims to develop the importance of open access education and the impact of the usage of innovative technology in bridging the gap to promote learning.

OPEN ACCESS EDUCATION

Open access can be defined as a system that seeks to provide unrestricted access via the Internet to outcomes of high-quality research that is published predominately in peer-reviewed scholarship journals[2]. Many have championed the move towards open access education to close the gap between academia and the industry because instead of inhibiting knowledge with open access, there is accessibility to such knowledge for everyone. Besides that, at the core of open access, students benefit the most from unrestricted access to learning material. Their education is enriched and up-to-date, and it allows for equality of learning for poor and

rich students. The alternative to open access publishing is subscription-based journals which require students to pay either a monthly or annual subscription fee to receive peer-reviewed journals which can be very costly [3,4]. According to Anderson and colleagues [5] there are four attributes of open access: discoverable, accessible, reusable, and transparent.

With regards to open access, certain disciplines such as science, technology, engineering and mathematics (STEM) have generally led the trend since these disciplines have most advanced needs. In the early 1990s, ArXiv was one of the first open access repositories which was developed as a platform for researchers to share their preprints among other researchers. Van Noorden [6] reported that the repository contained more than 1 million research articles at the year end of 2014. The field of mathematics has since shifted its entire scholarly publishing model to open access. With such a brave move, open access is closing barriers of access to knowledge.

There are many advantages to open access journal as new technologies address concerns that have been raised about knowledge distribution through academic publishing. Firstly, open access journals offer fast turnaround time as compared with subscription based journals which may take years or even months. Open Access allows the turnaround time to be shortened and a published journal can be released in a span of weeks. This is important in sharing knowledge particularly to students who need up-to-date information for their research studies and by closing the gap between academia and the industry. Restricted access to the outcome of research has a negative impact and adversely affects student growth and innovation [7].

Besides that, open access journals do not hinder students as there are no financial barriers to readership. As soon as these peer-reviewed journals are published, literally anyone who is either university-based or a member of the general public is able to access and read the articles without a fee. Traditionally, peer-review journals can only be accessed through large university libraries and even so because of the cost of subscription, not all universities are able to pay for all published journals. The argument here is that these researches have already been funded then why do students and universities have to bear the cost of access. In addition to the recent

economic downturn, even the best funded universities cannot provide full access to the rapidly growing body of published scholarship desired by their students. Nowadays, students are of the opinion that "anything accessible online should be free" [8]. The solution is open access as it seeks to reduce the overall journal cost, offer scholars new avenues to disseminate their research and increase readership.

OBJECTIVES OF THE STUDY

The objective of this research is to evaluate the key areas in which MOOC would have a significant contribution towards the learning environment especially between the interaction between learners and instructor.

METHODOLOGY

The study was conducted on a private higher learning institution which has implementing MOOCs way in advance as compared to other institutions. To study the impact of the usage of innovative technology such as MOOC, the study focused on two (2) MOOCs, listed in the following:

1. "Hubungan Etnik"
2. "Tamadun Islam & Tamadun Asia (TITAS)"

From the review of the literature and input from e-learning experts, the researchers formulated 10 items (T1-T10) on measures of impact on MOOCs on students' learning. 1,231 students from the selected university with various majors study participated in this study. Responses for this study were collected via an online survey. 554 (45%) respondents were males and 677 (55%) were females. 1174 (95%) of respondents were between 18-23 years. The distribution of respondents according to their age group is consistent with the actual student population of the university.

DATA ANALYSIS AND DISCUSSION OF FINDINGS

Factor analysis using Principal Component Analysis extraction method was employed. Initial analysis of the factor correlation matrix for correlations of the variables showed the correlations were comparatively

high. Hence, there was overlap in variance among factors, whereby the variance warrants an oblique rotation. Therefore, Promax rotation method was performed to reduce the large number of variables (items) to a smaller set of underlying factors that summarise the essential information contained in the variables. The solution remains nearly orthogonal.

The Bartlett's test of sphericity was significant and that the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was 0.958, far greater than 0.6. This shows that the factors extracted will account for the significant amount of variance among the variables.

Table 1 Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings[a]
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	7.552	75.517	75.517	7.552	75.517	75.517	6.015
2	.534	5.341	80.858	.534	5.341	80.858	5.907
3	.396	3.959	84.817	.396	3.959	84.817	6.086
4	.287	2.867	87.683	.287	2.867	**87.683**	6.071
5	.273	2.727	90.410				
6	.221	2.212	92.623				
7	.206	2.056	94.678				
8	.193	1.933	96.612				
9	.172	1.724	98.336				
10	.166	1.664	100.000				

Table 2 Pattern Matrix

	Component			
	1	**2**	**3**	**4**
T1	.897			
T2	.858			
T6		.846		
T8		.595		
T7		.593		
T5			.802	
T3			.697	
T4			.620	
T10				.838
T9				.805

From the analysis, four components were extracted (see Table 2), and 87.7% of the variance would be explained (see Table 1). The four components regarded of impact areas for MOOCs can be classified as interactivity, achievement of the learning outcomes, ease of use and learning platform support. The overall reliability statistics (Cronbach's alpha) is 0.964 and all constructs were found to be highly reliable by the used standards as shown in Table 3.

Table 3 Reliability

Construct	**Interactivity**	**LO Achievement**	**Ease of Use**	**Learning Platform Support**
Items	T1, T1	T3, T4, T5	T6, T7, T8	T9, T10
Number of items	2	3	3	2
Cronbach's Alpha	0.90	0.916	0.904	0.880

CONCLUSION

The research findings have indicated four impact areas for MOOCs, namely interactivity, achievement of the learning outcomes, ease of use and learning platform support. Just like a real classroom, the learning environment in MOOCs platform replicates the interactivity that students can find in a real classroom. Interactivity between learners and instructor as well as engagement among the learners can be easily observed through active participation in the forum and different learning tasks set-up in the course. For example a learner leaves a comment and other student or the course instructor may reply to the comment, give the necessary feedback or choose to like the comment, which by liking a comment can result for that person to be awarded karma points or receiving a reward badge based on the criteria set by the instructor. Active interaction between learners allows them to solve any problems they may face and get connected. Learning outcomes were also achieved and learner reported that the instructional design technology helped them to achieve their goals. They also gave feedback that they preferred MOOC as they can view the content at their convenient time. In addition, they also shared ease of technology used in this new learning platform and the course content was well organised, easy to navigate and logical. Learners have indicated that they've received adequate support in learning and the instructor was responsive to their questions. Their problems were immediately identified and solution were given by lecturer or course mate.

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Perspective XIII: "Hear Here" as A Web-based Tool for the Assessment of Listening Proficiency of Second Language Learners

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INTRODUCTION

Nowadays, people venture on many activities that enhance their expressive skills, such as reading, writing, and speaking rather than the most important skill of all, which is listening skill. Even language learning classroom are steeped in explicit tasks and activities of the expressive skills while listening skills are not as often focused upon and taught. For Morley (1984) and Chiang and Dunken (1992) [1,3], these skills are less apparent and have received less explicit attention. Disappointingly, listening skills which are deemed to be the foundation of other skills have been disregarded. The reason for the nearly total neglect of listening is difficult to assess but as Morley notes, "Perhaps an assumption that listening is a reflex, a little like breathing- listening seldom receives overt teaching attention in one's native language-has masked the importance and complexity of listening with understanding in a non- native language"[1]. This is why it is easy for people to take listening for granted, often with little conscious awareness of our performance as listener.

The study aimed to develop a web-based listening tool guided by the goals and exercises or activities for building listening skills for Intermediate Level of ESL listeners as what Pat Wilcox Peterson presented in his developmental profile of second language listeners. The researchers applied the three materials development suggested by Joan Morley namely, relevance, transferability/applicability, and task orientation, which are important in making choices about both language content and language outcome. This study specifically answered the following questions: 1. What is the rating of the respondents in using and navigating the web-based

listening tool "Hear Here" in terms of: a) Relevance of the Exercises; b) Transferability/Applicability; c) Task oriented for Autonomous Learning; d) Audio/Speaking and e) Website Navigation.

RESEARCH METHODOLOGY

The researchers used the descriptive method of research since the aim was to identify the overall score of the respondents and to also identify their ratings in the web-based listening tool "Hear Here." Descriptive studies describe a given state of affairs as fully and carefully as possible. Moreover, the most common descriptive methodology is the survey, as when researchers summarise the characteristics (abilities, preferences, behaviours and soon) of individuals or group. In this study, the researchers' role was to become a detached observer in the situations in which they did in their research.

RESEARCH SAMPLE

The researchers selected their subject of the study as the ABE Sophomores of the Department of English and Foreign Languages and Linguistics under the College of Arts and Letters of the Polytechnic University of the Philippines, Sta. Mesa, Manila.

Research Instruments

In this study, the researchers utilised researcher-made instruments to collect essential data from the respondents. The instrument used for data gathering is the rating of the respondents on the website "Hear Here". The content of the rubric bears the semblance of the study made by Morley (1999) [4] on developing listening comprehension activities and materials. The three principles of Morley are important in making choices about both language content (i.e. the information presented) and language outcome(s) (i.e. the way the information is put to use). The respondents' ratings on the Web-based listening tool were classified according to Likert Scale for Exercises or Applicability of the material together with the numerical rating and with the qualitative description that the descriptive rating signifies. The respondents will be given at least five minutes to evaluate their navigation

within the website. Their rating is divided into five categories namely as: a) Relevance of the Exercises; b) Transferability/Applicability; c) Task-Oriented for Autonomous Learning; d) Audio/Speaking and e) Website Navigation.

Web-based Listening Tool "Hear Here"

The web-based listening tool "Hear Here" was created by Eugene Grava, the IT expert from the College of Computer and Information Sciences (CCIS) of the Polytechnic University of the Philippines. The website was created using PHP, a general purpose scripting language for web and was done through agile development.

The web-based listening tool is divided into two parts (url). The first part concentrates on the profile of the respondents. The second part focuses to the listening exercises. There are 50 sub-questions distributed into three listening level processes namely, bottom-up, top-down and interactive.

The respondents' performance in the web-based listening tool "Hear Here" is derived from the Common European Framework of References for Languages (CEFR) [5], an international standard for describing language ability to help the language learners develop their knowledge for better and effective communication in the long run. CEFR is also an aid for teachers in making effective rubrics for measuring the five macro skills (i.e. listening, reading, writing, speaking and grammar). CEFR provides comprehensive and truthful criteria for each language skills that an ESL student must possess.

Statistical Data

The data gathered were treated statistically in order to determine the rating of ABE second year students using and navigating the web-based listening tool "Hear Here". The researchers used the following statistical tools:

1. To determine the frequency and percentage distribution. The percentage was computed using this formula:

$$P = \frac{F}{N} X100 \quad (1)$$

Whereas:

P = Percentage
F = Frequency
N = Total number of population
100 = Standard value being multiplied in the quotient of F and N

2. To quantify the rating of the students in using and navigating the web-based tool "Hear Here," mean was used by using this formula:

$$F = \frac{WM}{N} \quad (2)$$

Whereas:

WM = Weighted Mean
F = Frequency
N = Total Number of Items
= Summation

CONCLUSIONS

Based on the findings, the following are the conclusions that were made by the researchers of the study.

1. Based on the rating of the respondents in the web-based listening tool "Hear Here", the overall descriptive rating is "*Exceeded Expectation" in* all of the five principles: a.) Relevance of the exercises, b) Transferability/Applicability, c) Task-Oriented for Autonomous Learning, d) Audio/Speaking, e) Website Navigation.
2. In the "Relevance of the Exercises", the web-based listening tool exceeded the expectations of the respondents to identify the connection of the exercises to the topic and scope of the study.

3. In the "Transferability/Applicability", the web-based listening tool exceeded the expectations of the respondents in identifying the applicability and effectiveness of the exercises outside classroom area and the activities mirrored the real life situations.
4. In the "Task-Oriented for Autonomous Learning", the web-based listening tool exceeded the expectations of the respondents in categorising the tasks brought by the development of the website and the respondents learned effectively by them.
5. In the "Audio/Speaking," the web-based listening tool exceeded the expectations of the respondents in making the stability of the audio's volume and how clear the audios were, how well the speakers delivered the conversations through the recorded media authentically.
6. In the "Website Navigation", the web-based listening tool exceeded the expectations of the respondents in the website's overall functionality, the smoothness of navigating the pages and the interlink's proper functionalities.

SUMMARY OF FINDINGS

The followings are the findings based on the data that the researchers have gathered:

1. The rating of the respondents in using and navigating the web-based listening tool "Hear Here" in terms of:
   1.1 "R*elevance of the Exercises" was 4.11 with a descriptive rating of "Exceeded Expectation".*
   1.2 "Transferability/Applicability" was 4.20 with a descriptive rating of *"Exceeded Expectation".*
   1.3 "Task-Oriented for Autonomous Learning" was 4.17 with a descriptive rating of *"Exceeded* Expectation".
   1.4 Audio/Speaking" was 3.94 with a descriptive rating of *"Exceeded Expectation".*
   1.5 "Website Navigation" was 4.44 with a descriptive rating of *"Exceeded Expectation".*

RECOMMENDATIONS

The following recommendations concerning the development of listening skills of ESL students in the Philippines are made with a view to produce greater opportunity for the students, as well as to their teachers and other educators:

1. The content of the presented web-based listening learning tool can be modified to create a set of tests for DEFLL students before, during, and after taking the subject ENGL2093 Skills and Strategies for Proficient Listening. It can serve as a Placement Test to determine the proficiency of the students and to know whether they are qualified to take the subject or not; a Diagnostic Test to help educators measure the listening knowledge and skills of students who are about to take the subject and know which areas to work on; a Proficiency Test for students to measure their listening proficiency after taking the subject.
2. The presented web-based listening tool can be used by students to practice their listening skills and develop their listening proficiency at home. This also helps promote autonomous learning.

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Perspective XIV: Assessment of Learning Outcomes in Selected Topics in Physics Using Predict-Observe-Explain with Integration of Virtual Laboratory (POE-IVL)

Adelma S. Topacio

INTRODUCTION

Every Physics teacher is challenged to give every student learning practices that may allow him or her gain knowledge and conceptual understanding. Constructivist researchers believe that students gain knowledge and conceptual understanding through experiences. This claim makes laboratory experiment essential in teaching Physics. It is undeniable that students' learning is best supported by interaction with physical manipulative. Thus, students must typically spend their time conducting experiments with physical equipment. But reality dictates some limitations and problems. Lack of laboratory apparatus and equipment to be used in experimentation is oftentimes experienced in most public secondary schools. In the real situation, due to the limitation of equipment and limited time allocated for the topic or insufficient laboratory conditions, teachers are forced to perform laboratory activities in crowded groups, or sometimes as demonstrational activity. Considering these limitations, looking for appropriate alternatives is inevitable. Among these alternatives is the use of educational technologies specifically the use of computer in support to the laboratory methods. Computer simulations offer an alternative to traditional physical experiments. Many of the traditional techniques could be embraced using multimedia technologies [1]. One of these multimedia technologies is the virtual laboratory. Virtual laboratory allows students to simulate experiments from the safety of their personal computer equipment. Virtual laboratory provides interactive learning environment using simulations. This further provides opportunities for students to construct and understand difficult concepts more easily [2].

Functional literacy became the heart of the basic education curriculum. This is done with the intention that Filipino learners may acquire competence in the core subjects. The Science programme in the secondary level is designed to promote students' awareness of the relevance of life, and develop critical and creative thinking, as well as skills in problem solving. More than the understanding of science concepts, emphasis is given on the application of these concepts to improve the environment and the quality of life. This is achieved only when students are exposed in an interactive learning environment. Both laboratory experimentation and of virtual experiments such as computer-based simulations can be utilised as the interactive learning environment when teaching Science. Predict-Observe-Explain (POE) approach can be used in association with the hands-on activities [3,4]. The integration of virtual laboratory with POE can be an effective approach for teachers to foster conceptual change to students thereby improving their learning outcomes.

STATEMENT OF THE PROBLEM

This study aimed to assess the learning outcomes in selected topics in Physics instructed using predict-observe-explain with integration of virtual laboratory (POE-IVL). Specifically, this study searched for answers to the following questions:

(1) What is the learning outcome of the control and experimental classes before the integration of virtual laboratory with POE in selected topics in Physics in terms of: knowledge, and understanding? (2) Is there a difference in the learning outcome of the control and experimental classes before the integration of virtual laboratory with POE in terms of: knowledge, and understanding? (3) What is the learning outcome of the control and experimental classes after the integration of virtual laboratory with POE in selected topics in Physics in terms of: knowledge, and understanding? (4) Is there a difference in the learning outcome of the control and experimental classes after the integration of virtual laboratory with POE in terms of: knowledge, and understanding? (5) Is there a difference in the learning outcome in terms of knowledge and understanding of the experimental and control classes before and after the instruction?

RESEARCH DESIGN

This study used a quasi-experimental research design with a control group. It involved quantitative analyses of the students' knowledge and understanding of selected topics in Physics prior to and after integration of virtual laboratory in the instruction. The learners' outcomes in terms of their knowledge and understanding of the selected topics before and after the application of the strategy in this study were answered descriptively. The difference in the learning outcomes of the students was obtained through a pre-test post-test control group design. This experimental research design is illustrated in the following diagram.

	Pre-test	**Treatment**	**Post-test**
Experimental Class	O_1	X_T	O_2
Control Class	O_3	X_C	O_4

where: O_1 and O_2 -pre-test and post-test of the experimental class; O_3 and O_4 - pre-test and post-test of the control class; X_T - treatment condition, Virtual lab integration with POE; and X_C - the control or standard treatment, use of POE.

The Sample

All 12 sections of fourth year high school students of Congressional National High School during the school year 2014-2015 constituted the immediate population of this study. Two sections handled by the researcher were purposively chosen as the experimental and control classes in this study. To select the 50 samples for the experimental class and the 50 samples for the control class, the researcher computed for the average of the first and second quarter grades of all the students in each class. Students from each class were then ranked and paired using the computed average grades as the basis. To impose confidence on the part of the researcher that both the experimental and control classes are composed of students with similar learning potentials, pairing was done such that as much as possible there would be zero difference in the average grades of each pair if not the difference in the means of their average grades is zero. The 50 pairs that satisfied the basis of pairing were taken as the final samples of this study. Prior to the instruction of the selected Physics topics, the researcher made

sure that student enrolment and attendance will not affect the results of this endeavour.

Research Instruments

This research study utilised five research instruments and tools. Two of which were developed, two were adapted, and one was adopted. The research instruments and tools are the following: lesson plans, virtual laboratory activities, Knowledge and Understanding Test (KUT) in Colours, Predict-Observe-Explain Activities and the Teacher Observation Checklist.

RESULTS, DATA ANALYSIS AND INTERPRETATION

The pre-test and post-test mean scores were considered as measures of the learning outcome of the students in knowledge and understanding levels before and after the instruction. Pre-test and post-test results were compared across class to determine if there is a significant difference in the learning outcomes of the control and the experimental classes. This is to establish the differential effect of the POE-IVL approach. This study employed both descriptive and inferential statistics: Mean and Standard Deviation, t-Test for dependent means, and t-Test for independent means. The level of significance used for the t-tests was 0.05.

Table 2a t-Test for Independent Means of Learning Outcomes in Knowledge Prior to Instruction

Class	**Mean**	**SD**	**Difference**	***t*-Value**	***p*-value***
Experimental	2.56	1.18	0.10	1.98	0.67
Control	2.46	1.16			*p<0.05= significant

The means of the learning outcomes of the two classes in terms of knowledge which are 2.56 and 2.46 had an observed difference of 0.10 in favour of the experimental class. The *p*-value of 0.67 is greater than the set significance level of 0.05. This result suggested that the observed difference in the means of the learning outcomes in terms of knowledge

prior to instruction is not significant. Thus, there is no significant difference in the means of the learning outcomes in terms of knowledge of the two classes prior to instruction. This result indicated that one class had no advantage over the other in terms of prior knowledge about the selected topics in Physics.

Table 2b t-Test for Independent Means of Learning Outcomes In Understanding Prior to Instruction

Class	Mean	SD	Difference	*t*-Value	*p*-value*
Experimental	1.20	1.01	- 0.38	1.98	0.10
Control	1.58	1.26			*p<0.05= significant

The means of the learning outcomes of the two classes in terms of understanding which are 1.20 and 1.58 had an observed difference of 0.38 in favour of the control class. The *p*-value of 0.10 is greater than the set significance level of 0.05. This result suggested that the observed difference in the means of the learning outcomes in terms of understanding prior to instruction is not significant. Thus, there is no significant difference in the means of the learning outcomes in terms of understanding of the two classes prior to instruction.

Table 3a t-Test for Independent Means of Learning Outcomes In Knowledge After the Instruction

Class	Mean	SD	Difference	*t*-Value	*p*-value*	Interpretation
Experimental	8.12	1.38	1.52	1.98	0.000	Significant
Control	6.60	1.56				* $p < 0.05$ = significant

The means of the learning outcomes of the two classes in terms of knowledge after the instruction which are 8.12 and 6.60 had an observed difference of 1.52 in favour of the experimental class. The *p*-value of 0.000 is less than the set significance level of 0.05. This suggested that the observed difference in the means of the learning outcomes in

terms of knowledge after the instruction is significant. Thus, there is a significant difference in the means of the learning outcomes in terms of knowledge of the two classes after the instruction. This result indicated that the experimental class had an advantage in learning outcome in terms of knowledge about the selected topics over the control class after the instruction.

Table 3b t-test for Independent Means of Learning Outcomes in Understanding after the Instruction

Class	Mean	SD	Difference	*t*-Value	*p*-value*	Interpretation
Experimental	7.46	0.91	1.10	1.98	0.000	Significant
Control	6.36	1.27				* $p < 0.05$ = significant

The means of the learning outcomes of the two classes in terms of understanding which are 7.46 and 6.36 had an observed difference of 1.10 in favour of the experimental class. The *p*-value of 0.000 is less than the set level of significance 0.05. This result suggested that the observed difference in the means of the learning outcomes in terms of understanding after the instruction is significant. Thus, there is a significant difference in the means of the learning outcomes in terms of understanding of the two classes after the instruction. This result indicated that the experimental class had an advantage in learning outcome in terms of understanding about the selected topics over the control class after the instruction.

Table 4 t-Test for Dependent Means of Learning Outcomes of Experimental Class

Learning Outcome	Pre-test Mean	Post-test Mean	Difference	*t*-value	p-value*	Interpretation * $p < 0.05$ = significant
Knowledge	2.56	8.12	5.56	2.01	0.000	significant
Understanding	1.2	7.46	6.26	2.01	0.000	significant

The means of the learning outcomes in terms of knowledge of the experimental class during the pre-test and post-test were and 2.56 and 8.12, respectively. These means had established a difference of 5.56 in favour of the post-test mean. The *p*-value of 0.000 is less than the set significance level of 0.05. This result suggested that the observed difference in the means of the learning outcomes of the experimental class in terms of knowledge between the pre-test and post-test is significant. Thus, there is a significant difference in the means of the learning outcomes in terms of knowledge of the experimental class before and after the instruction. This suggested further that the integration of virtual laboratory after POE (POE-IVL) approach in teaching the selected topics to the experimental class had an advantage in the class' attainment of desirable learning outcome in terms of knowledge.

As shown further in Table 4, the means of the learning outcomes in terms of understanding of the experimental class during the pre-test and post-test were 1.20 and 7.46 respectively. These means had established a difference of 6.26 in favour of the post-test mean. The *p*-value of 0.000 is less than the set significance level of 0.05. This suggested that the observed difference in the means of the learning outcomes of the experimental class in terms of understanding between the pre-test and post-test is significant. Thus, there is a significant difference in the means of the learning outcomes in terms of understanding of the experimental class before and after the instruction. This suggested further that the integration of virtual activity after POE (POE-IVL) approach in teaching the selected topics to the experimental class had an advantage in the class' attainment of desirable learning outcome in terms of understanding.

It was hypothesised that there is no significant difference between the mean scores in knowledge and understanding of the control class before and after the instruction. To further examine whether there is a difference in the learning outcomes in terms of knowledge and understanding of the control class before and after the instruction of selected topics in Physics, the computed means during the pre-test and post-test were subjected to a *t*-test for dependent samples. The results obtained in this testing are presented in Table 7.

Table 5 t-Test for Dependent Means of Learning Outcomes of Control Class

Learning Outcome	Pre-test Mean	Post-test Mean	Difference	*t*-value	*p*-value*	Interpretation *p<0.05= significant
Knowledge	2.46	6.60	4.14	2.01	0.000	significant
Understanding	1.58	6.36	4.78	2.01	0.000	significant

As shown in Table 5, the means of the learning outcomes in terms of knowledge of the control class during the pre-test and post-test were and 2.46 and 6.60, respectively. These means had established a difference of 4.14 in favour of the post-test mean. The *p*-value of 0.000 is less than the set significance level of 0.05. This result suggested that the observed difference in the means of the learning outcomes of the control class in terms of knowledge between the pre-test and post-test is significant. Thus, there is a significant difference in the means of the learning outcomes in terms of knowledge of the control class before and after the instruction. This result indicated that the POE approach in teaching the selected topics in Physics to the control class had an effect in the class' attainment of knowledge.

As shown further in Table 5, the means of the learning outcomes in terms of understanding of the control class during the pre-test and post-test were 1.58 and 6.36, respectively. These means had established a difference of 4.78 in favour of the post-test mean. The *p*-value of 0.000 is less than the set significance level of 0.05. This result suggested that the observed difference in the means of the learning outcomes of the control class in terms of understanding between the pre-test and post-test is significant. Thus, there is a significant difference in the means of the learning outcomes in terms of understanding of the control class before and after the instruction. This result indicated that the POE approach in teaching the selected topics in Physics to the control class had an effect in the class' attainment of understanding. POE approach is also effective in increasing the learning outcomes of the students in the control class.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, the following conclusions were drawn: (1) The POE-IVL approach tends to improve the learning outcomes of the students in terms of knowledge. (2) The POE-IVL approach tends to improve the learning outcomes of the students in terms of understanding. (3) The change in learning outcomes in terms of knowledge of the students taught with POE- IVL is significantly higher than those who were taught using POE alone. Thus, the integration of VL to POE is effective in enhancing the knowledge of the students. (4) The change in learning outcomes in terms of understanding of the students taught with POE-IVL is significantly higher than those who were taught using POE alone. Thus, the integration of VL to POE is effective in enhancing the understanding of the students.

From the findings and conclusions, the researcher offers the following recommendations: (1) Science teachers be encouraged to adopt the POE-IVL approach not only in teaching topics covered in this study but also in other topics included in Science basic education curriculum. (2) Further studies must be conducted covering other areas in Science preferably for a longer duration and a wider scope to further assess and validate the effectiveness of POE-IVL in teaching. (3) A follow-up study be conducted including other levels of learner's outcomes like procedural understanding. (4) Integrating virtual laboratory be explored with other teaching approaches in Science instruction like: integrating virtual laboratory with station learning, or integrating virtual laboratory with 5Es (Engage, Explore, Explain, Elaborate, and Evaluate). (5) School administrators through the head of the Science and Technology Department be supportive to encourage their teachers to use POE-IVL approach or integrate virtual laboratory in their instruction.

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Perspective XV: Policy Issues on the Institutionalisation of Open Distance Learning Act of 2014

Ralph A. Sabio1 and Norliza M. Nordan

INTRODUCTION

UNESCO's Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. The 1987 of the Philippine Constitution likewise guarantees the right to education of every Filipino. It provided that, *"the State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make education accessible to all."* [1]

By making education accessible to all, the concept of an open distance learning overcome barriers in the delivery of educational services as observed in the traditional set-up of education which is mostly held inside the classrooms. Open Distance Learning is a merger of two concepts: open learning and distance education. Open learning is described as flexible learning and distributed learning focusing on the learner's preferred pace, place, and mode of study. Distance education, similarly situated with that of open learning, is a mode of learning in which students and teachers are physically separated from each other. The flexibility of these modes of learning aims to overcome barriers in the delivery of educational services such as age, time constraints, geographical location, and economic situation. In particular open and distance learning has the potential to enhance a more student-centred and consumer-oriented approach to education, leading in turn to more extensive contact between educational institutions on the one hand and community-based organisations, business and industry on the other [2].

UNESCO highlights in its report on open and distance learning the picture that ODL presents in the field of educating the world:

> "A student's teachers need no longer be limited to those who assemble in any one place, any more than a teacher's students

> would have to assemble in one place. Students could learn wherever they are located from instructional resources wherever they are located. No student would need to take instruction from exactly the same teacher as any other; students could have access to teachers from any state or country at any time and in any combination; they could have access to information resources from any state or country at any time and in any combination. Students also could have universal access to advice and guidance." [3]

RA 10650: An Act Expanding Access to Educational Services by Institutionalising Open Distance Learning in Levels of Tertiary Education and Appropriating Funds Therefor.

Prior to the passing of the Open Distance Learning Act into a law, the Philippines has been one of developing countries in Asia which supports the principle of flexibility in the delivery of educational services. The country highly regards the idea that education should be open to all regardless of their age, financial ability, social status, religious views, and geographical constraints. Several higher education institutions who offer education in the "traditional" classrooms with the need for face-to-face interaction have adopted the philosophy behind ODL thereby offering programmes in their institutions through the said mode. The demand for ODL has been constantly increasing not only in the Philippines but all throughout Asia and the Pacific as several research on this have been conducted. With this trend in education, many learning institutions have been put up to offer solely ODL programmes. These programmes did not have a "traditional" delivery counterpart but have produced graduates whose diplomas and certificates of completion were honoured in the workplace. Given the advantages on its flexibility and the opportunities it offers to different individuals who aim to gain education and grow academically, the Open Distance Learning Act was signed into law by former President Benigno S. Aquino III.

Although the production of the graduates seemed to have a positive impact to the country's educational reforms, ODL providers have largely grown in number that some of the institutions do not have tools or scheme to measure quality in their services. With the creation of the Commission

on Higher Education by virtue of Higher Education Act of 1994, Higher Learning Institutions (HEIs) in the country sought government recognition of all programmes they offer including those operating with ODL programmes alone. Since then, CHED has been granting government recognitions to several programmes which translates to benefits an institution could enjoy being CHED-accredited and recognised. In a report about the offering of ODL in Asia, it stipulated that "only graduate-level programmes with Level III accreditation could be offered at a distance, with the assumption being that undergraduate students need face-to-face contact with mentors and peers for optimal learning. However, CHED has authorised some institutions, including the University of the Philippines Open University, to offer undergraduate programmes at a distance and officially recognises them." [4]. The signing into law of RA 10650 expands the offering of ODL in tertiary education which refers to higher education programmes, as well as post-secondary technical-vocational programmes.

ISSUES AND CONCERNS

Standard of Quality in terms of Levels of Accreditation

Access to education has been further materialised because of the emergence of distance and open learning. It is within this 'access to education' paradigm that 'quality assurance' has become one of the fundamental aspects in planning and managing open and distance learning (ODL) provisions. Quality is a term that applies to particular contexts. The measures of quality in higher learning depend on one's perspective of the term. Quality also requires that higher education to be characterised by its international dimension: exchange of knowledge, interactive networking, mobility of teachers and students, and international research projects, while taking into account the national cultural values and circumstances [5].

Upon the implementation of the ODL Act, the provisions included guidelines on the operation of ODL-offering institutions in the country to ensure the quality of ODL programmes across the country. Specifically, it identifies that the term *Open University/college/institution* "refers to a degree-granting HEI that adheres to an open learning philosophy

and which offers ODL programmes recognised by CHED through the Technical Panel, which has *at least Level III accreditation* or CHED equivalent in the programmes offered in the conventional classroom or traditional mode."[6] With the set definition, HEIs who have been offering ODL programmes or who wish to offer ODL programmes must meet the said defining characteristic to be considered an Open University/college/institution.

CHED awards certificate of government recognition to the programmes of HEIs. Quality in terms of Accreditation is signified by Centres of Excellence and Development. In the Philippines, the University of the Philippines- Open University is the Centre of Excellence for ODL. On the other hand, Level III accreditation is issued to HEIs who voluntarily subject themselves to accrediting bodies such as PAASCU, PACU-COA, and the like. Most ODL providers, especially private institutions, have not met this level of accreditation. If these providers do not comply with the standards set by CHED/TESDA, they shall be subjected for closure as the Law states regardless of the length of their operations. With the closure of these providers, the accessibility to education through ODL will seemingly be limited, which eventually be defeating the philosophy of ODL on flexibility and open access.

The Law further mandates that *"an HEI or post-secondary school shall embed in its programme framework the proactive needs assessment of students and stakeholders in terms of ODL programme planning, implementation, and evaluation xxx"*[7]. With this, the institution itself shall form an institutionalised quality assurance system which aims to evaluate the ODL programmes and the satisfaction that the involved individuals attain from it. However, institutions should not only create the system on their own, but this system should be responsive to the standards of CHED and/or TESDA.

Regulatory Requirement, System of Recognition, and Authority to Operate

Section 14 of the IRR of RA 10650 presents the roles of the CHED and TESDA in ensuring the objectives of the Act, specifically to:

"x x x (c) Monitor and evaluate existing ODL programmes and effect the continuation or closure of programmes in accordance with the provisions of Republic Act No. 7722 or the "Higher Education Act of 1994", the Manual of Regulations for Private Higher Education (MORPHE) and other issuances of the CHED and/or TESDA, as applicable;

(d) review and approve or disapprove proposals from HEIs and post-secondary schools for the implementation of new ODL programmes; x x x".[8]

With the above provisions, HEIs which have been offering ODL programmes but do not meet the necessary requirements set by the Act regardless of the year of their establishment and the length of their operation shall be subjected to evaluation of CHED and TESDA with the possibility of continuation or closure. Stand-alone providers of ODL, those which do not have traditional mode counterpart for their programmes, are also subject to the system of recognition set by CHED as mandated by the Law. Since the counterpart of the ODL programme in the traditional classroom is one of the bases for the CHED-recognition, guidelines of whether stand-alone providers have to change their classification and offer traditional mode counterparts of their ODL programmes or not are essential. The following table is a readily available source online on the pioneering ODL providers in the Philippines:

ODL Provider	Private/Public HEI	Year Established	HEI Type
AIDE	Private	1984	Stand-alone ODL provider
Benguet State University	Public	1997	Classified as State Universities and Colleges (SUC)
Bicol University's Open University	Public	1997	Classified as State Universities and Colleges (SUC)
CAP College Foundation	Private (ODL offering only)	1988	Stand-alone ODL provider
CLSU Open University	Public	1997	Classified as State Universities and Colleges (SUC)
Pangasinan State University Open University System	Public	No data	Classified as State Universities and Colleges (SUC)
Polytechnic University of the Philippines, Open University	Public	1970's,1990	Classified as State Universities and Colleges (SUC)
University of the Philippines, Open University	Public	1995	Classified as State Universities and Colleges (SUC)
Western Mindanao University Open University System	Public	No data	Classified as State Universities and Colleges (SUC)

PIONEERING ODL PROVIDERS IN THE PHILIPPINES

Since ODL is delivered in a non-conventional mode, the areas for assessment to be a duly-recognised ODL provider are assumed to be different. Set of guidelines to this mechanism of granting government recognition or accreditation, as mandated by the law, are subsumed in the operations of the Commission on Higher Education (CHED), and Technical Education and Skills Development Authority (TESDA). The guidelines

should be met by the existing ODL providers for them to be authorised to operate. In relation to the foregoing, some HEIs have reported during the public consultation that their graduates of ODL are not recognised by the Professional Regulation Commission; hence, coordination with the said government agency is deemed essential. By this, it is considered a concern in the guidelines to be set in line with the provisions of the Republic Act.

Funding

Section 20. Appropriations—The amount needed for the initial implementation of this Act shall be charged against the current year's appropriations of the CHED, the TESDA, and the state universities and colleges which have existing ODL programmes. [9]

Use of funds is always a crucial thing for government agencies along with the idea of government auditing in the appropriate use of the funds. For state universities and colleges who have existing ODL but are not yet authorised by CHED as qualified implementers of ODL programmes, the use of funds is a major concern. While they offer the ODL programmes in their institutions, they are at the same time preparing to be CHED-recognised. Funds for the operations of the ODL are at stake while there is a need to allot budget for application to be CHED-recognised implementer. HEIs are torn between putting the operations of ODL on hold as they prepare to be duly-recognised or do both by allocating twice as much amount. Consequently, if HEIs will choose the former, students who opt to enrol in ODL will have to also stop from taking the programme; else they have to enrol in a duly-recognised ODL provider.

In relation to the concern on the funding for the operations, one major aspect of this is the treatment of payment for ODL teachers. CHED prescribes eighteen (18) weeks of classes for a regular semester. For which a faculty member shall be paid on the premise that he/she will render the said prescribed class duration. CHED Memo 1, s. 2011 states that:

> *"4. For HEIs adopting other modes of delivery: The concerned CHEDRO should be properly informed in writing of their particular schedules and delivery schemes and/or modules, and programmes to be offered via said delivery schemes should*

have prior approval of the Commission en Banc as stipulated in the relevant PSGs. [10]

Clear guidelines on the treatment of schedules for the purposes of payment, especially in State Universities and Colleges (SUCs) and Local Universities and Colleges (LUCs) whose funds are subject to Commission on Audit (COA), is a necessity and, therefore, seen as major concern. A faculty member teaching in the traditional mode of delivery is mandated in a clear statement of prescribed number of hours, while another faculty whose teaching is delivered through ODL programmes do not have explicit scheme for treatment of teaching hours. This concern is most significant in the SUCs and LUCs since these HEIs are government-funded, and public funds are subject to auditing per Department of Budget (DBM) and COA rules.

SUMMARY

This paper sought to explore the issues and concern raised about the institutionalisation of Open- Distance Learning. It could be deduced that ODL providers must conform to the standards set by the Commission on Higher Education to assure quality in the delivery of the educational services through ODL. RA 10650 affirms the idea that all higher education institutions should be monitored by CHED and/or TESDA, whichever is appropriate. Although the philosophy behind ODL is open access to education, the education that it must deliver should be of high quality that the graduates and professionals it produces are competent and employable. Open access to education provides opportunities to everyone regardless of gender, geographical location, socio-economic status, age, and others. ODL, for the past decades, has proven its impact in achieving the reform of education for all. It is on this premise that the researcher believes the act on ODL in the Philippines has been put into law and that it adds to the battle cry of the advocates for equality and equity in the access of education, especially tertiary education. The identified issues have been raised so that these could be addressed and eventually improve the ODL services in the Philippines and to fulfil the purpose of RA 10650—to expand access to

QUALITY education through ODL under the prescriptions of CHED and/ or TESDA.

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Perspective XVI: Harmonisation of Blended Learning Design in True Practice and Allocated Courses via CIDOS LMS to Nurture Teaching and Learning Engagement

Norhafizah Ismail, Ahmad Fauzi Mohd Ayub, Aida Suraya Md Yunus and Habibah Ab Jalil

INTRODUCTION

Educational process is significantly developed by vital entities, namely, instructors, students, peers, administration and educational technology used. Some previous studies [22,1,14] highlighted that an outstanding blended learning (BL) is pertinent to enhance learners' satisfaction and critical thinking. Although BL design is encouraged as a good practice, it still needs to integrate constructivist and cooperative into hybrid approach [1,3]. Therefore, Learning Management System (LMS) is employed to deliver the pedagogical materials and ensure learners' active participation [29, 21]. In order to achieve quality education, BL design has boosted learning engagement by employing active involvement in digital content usage [20,28]. In Malaysian Polytechnic institutions, the aim to cultivate blended culture is implemented through making CIDOS LMS compulsory in the academic session. The Centre of E-learning and Training (CELT) and the Curriculum Division of Polytechnic have determined appropriate blended allocated courses for engineering and non-engineering fields to be implemented in true practice throughout the semester [5,12]. However, this study is related to identifying the level of BL targeted engagement in Malaysian Polytechnic institutions. The BL targeted engagement level is important to ensure that each polytechnic supports e-learning policy and consistently employs LMS. Educators are responsible to monitor the enrolled blended courses with learning materials in the BL design for the purposes of information, resources, activities and assessment. Furthermore, this study is to determine BL allocated courses implemented

via CIDOS LMS in a semester and investigation of true practiced BL courses implementation among the allocated courses in Malaysian Polytechnic institutions. BL allocated courses consist of engineering and non-engineering diploma curriculums for undergraduate students in a blended mode. Meanwhile, the actual figure of allocated courses employed via CIDOS LMS determines the value of true practice of the BL courses offered per semester.

RESEARCH OBJECTIVES

The objectives of the study are to: (1) investigate the achievement value of BL targeted engagement of Malaysian Polytechnic, (2) identify the allocated courses (per institution in the session of June 2015 until December 2015) via CIDOS, and (3) test the difference between polytechnic categories in terms of their teaching and learning engagement. The teaching and learning engagement is determined based on the current of BL courses in true practice and BL allocated courses employed by Malaysian Polytechnic institutions.

LITERATURE REVIEW

BL is a cost effective mix instruction of face-to-face (FtF) with the implementation of online technology-mediated direction to develop learners' education and problem-solving skills [8,6,16, 4]. The BL is important for the integration of hybrid courses in academic setting and increase of sophisticated technology use [9,23]. Forum and social networks are the fundamental media to communicate with electronic content in the blend of learning activities [15]. Besides, the mixture of learning activities alternates the learning design target, fosters learning experiences and nurtures educational engagement by redesigning pedagogical model from educator-centred to learner-centred mechanism. Another essential point is 87% of the 46 Polytechnic students stated their interest to utilise online learning content and conceded that electronic content must be created to ensue education and facilitate persuasive use of educational resources [27]. Thus, active participation in forum is required to ensure continuous support for LMS as a medium of blended education [26]. BL design is

based on FtF and online structure in Web 2.0 and it affects behaviour tendency of users' interaction [24]. The design uses mobile devices and computers via the internet to access Web 2.0 such as smart phone, iPad and Tablet PC [30].

The emergence of Web 2.0 inculcates meaningful learning which allows learners to administer their own pace of knowledge to inspire the excitement of cooperative, active, authentic and constructive efforts [10,19,18]. The most prominent path for LMS starts with information quality associated with user's satisfaction and eventually perceived usefulness [25]. In the same way, collaborative learning in LMS forms independent, contemplative, self-regulating and self-supporting learners [13,17] to boost concentration and obtain their personal targets. However, in order to attain collaboration in Web 2.0 technologies, continuous requirement of course evaluation, adequacy and consistency of content, skills are needed, with methods of teaching and assessment as some of the vital challenges. As educator and learners are encouraged to use customised educational material, they have more tendencies to perceive pleasant in applying the beneficial of technology [2]. The BL practice of Malaysian Polytechnic via CIDOS Version 2.5 encompasses three main components with specific time allocation, as stated in Figure 1 below. The integration of BL materials delivery used eases the practice of CIDOS utilisation among educational entities [7].

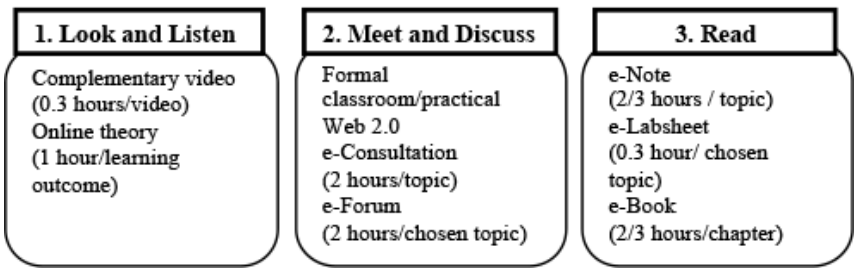

Figure 1 Components of BL practice via CIDOS Version 2.5

There are five steps involved in developing the contents of blended e-learning. The selection of content experts, e-learning blueprint, content building, authoring and uploading, as well as training and testing [5] is illustrated in Figure 2.

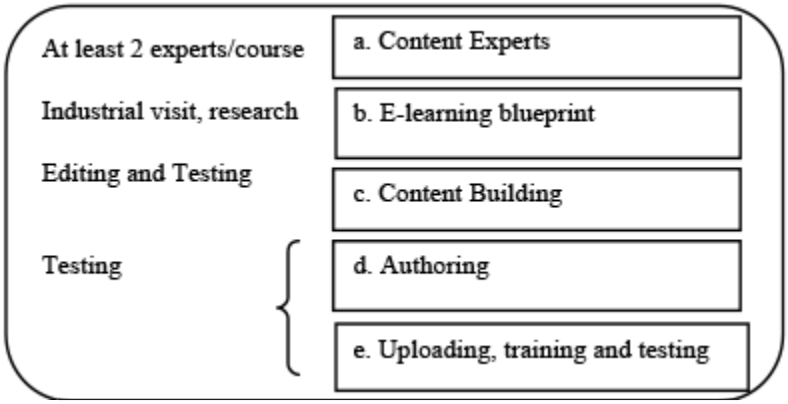

Figure 2 Steps of BL content development

The BL design must include a minimum of 15 items, which is equivalent to 30% of the contents delivered in the blended mode [31]. There are four classifications of learning materials in the BL design: information, resources, activities and assessment (Table 1).

Table 1 Classification of the learning material in the BL design

Classification / Percentage	Explanation	No. of uploaded item to obtain BL percentage
1. Information / 5%	Learning objective, syllabus, course outline, synopsis	1 item
2. Resources / 40%	Files Folders, Topics, Chapters, Unit, Modules, link to Web 2.0, video, audio, pdf, ppt, doc, swf, SCORM	7 items

cont. Table 1

3. Activities / 35%	Chatroom, Webinar, video conferencing, e mail, social forum, link to Web 2.0, mind mapping, portfolio	5 items
4. Assessment / 20%	Projects, Case-study, quiz, assignment, end of chapter task, practical task	2 items
Total items and percentage		15 items = 30% content delivered in blended mode

METHODOLOGY

This survey research involved 160 academic staff in 32 Malaysian polytechnic institutions which practise the BL design. The samples were selected from the active users of CIDOS LMS Version 2.5 in teaching and learning by using multi-stage cluster sampling. The institutions were selected based on the criteria of polytechnic categories that consist of Conventional, METrO, Premier and educators' actual experiences in LMS utilisation. Multivariate analysis of variance (MANOVA) was used for data analysis to compare the groups with more than one dependent variable [11]. The dependent variables in the questionnaire included utilisation of CIDOS learning tools, teaching engagement and learning engagement. The BL allocated courses and BL courses in true practice formed the independent variables. These institutions have different (total) numbers of allocated courses per institution in diploma or degree level programmes. In addition, the total number of BL courses in true practice determines the targeted engagement value or Blended Courses Fulfilment Index (BLX) report.

DATA ANALYSIS AND FINDINGS

The findings indicated that three polytechnics in Peninsular Malaysia have achieved high engagement value, BL4(0.60-0.99),which fulfils JPP's 50% BL KPI in implementing BL design via CIDOS LMS. The value is measured by Individual Polytechnic Score Card (BLX) Index. These are

Politeknik Nilai (Conventional), Politeknik METrO Johor Bahru (METrO) and Politeknik Ungku Omar (Premier).

THE BL COURSES FULFILMENT INDEX (BLX) TARGETED ENGAGEMENT (TE) OF MALAYSIAN POLYTECHNIC

The achievement of BL (TE) determines the practice level of BL design in the institutions. Most of the institutions have employed the BL design based on BL allocates courses and BL courses in true practice for the corresponding diploma programme offered in 2015. The highest level was BL4, which was achieved by Politeknik Ungku Omar, Politeknik Nilai and Politeknik METrO Johor Bahru. This is followed by BL3, BL2, BL1 and BL0 for other institutions. The targeted engagement value or BLX TE is a BL achievement value from the lowest value, BL0 (0.00-0.09), BL1(0.10-0.29), BL2(0.30-0.49), BL3(0.50-0.59), BL4(0.60-0.99) up to BL5(>1.00), which was the highest value of the institution. The BL achievement value was based on Blended Courses Fulfilment Index (BLX) in Individual Polytechnic Score Card from June 2015 to December 2015.

ALLOCATED COURSES/INSTITUTION (AC/I) VIA CIDOS LMS

AC/I are the figure and list of academic BL courses with the current course synopsis and assessment distributed to each polytechnic. These courses are enrolled by students in the BL mode throughout a semester. The Conventional Polytechnics obtained 3254 (69%) for the total of AC/I, which is a high value for the total allocated courses per institution. Similarly, the Premier and METrO categories have employed the BL design approach, which have utilised 1198(26%) and 255 (5%) of the total AC/I. These academic courses are implemented via CIDOS LMS, which encompasses specified learning tools such as e-contents, e-quizzes, chatrooms, forums, e-assessment and Android Game-Based learning.

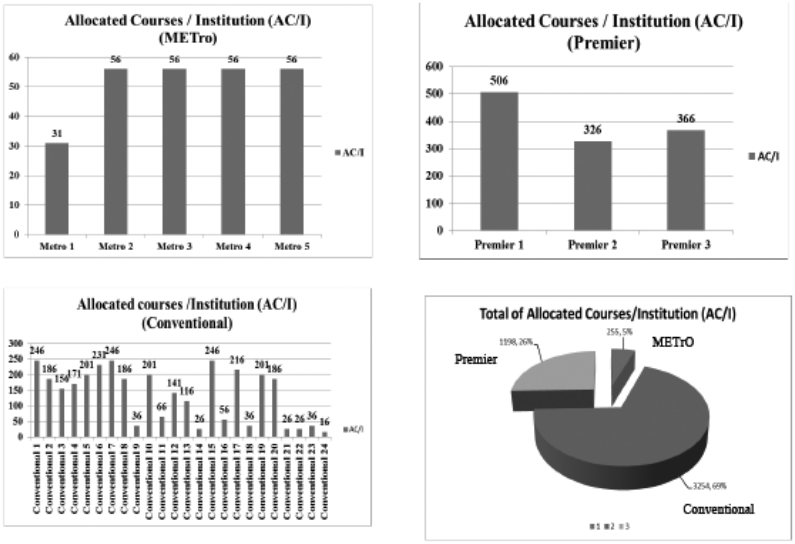

Figure 3 The allocated courses/institution for METrO, Premier and Conventional Polytechnics

THE DIFFERENCE BETWEEN THE CATEGORIES OF POLYTECHNIC INSTITUTIONS IN TERMS OF THEIR UTILISATION OF CIDOS LEARNING TOOLS, TEACHING ENGAGEMENT AND LEARNING ENGAGEMENT

The teaching and learning engagement is based on the current BL courses in true practice and BL allocated courses employed by Malaysian Polytechnic. The BL allocated courses are measured by the number of current and relevant courses which implemented using BL design and CIDOS LMS tools. Meanwhile, the BL courses in true practice are the actual number of current and relevant courses enrolled by students via CIDOS LMS throughout a semester. A one-way between-groups multivariate analysis of variance was performed to investigate differences between polytechnic categories in their teaching and learning engagement. Three dependent variables were used; learning engagement, teaching engagement and utilisation of CIDOS learning tools. The independent variable was polytechnic category. Preliminary assumption testing was performed

to search for normality, linearity, univariate and multivariate outliers, homogeneity of variance-covariance matrices and multicollinearity, with no serious violations noted. There was no statistically significant difference between the polytechnic categories on the combined dependent variables, $F(3,160)=1.56$, $p=0.158$; Wilks' Lambda =.942; partial eta squared = .03. Inspection of the mean scores indicated that Premiers reported slightly higher levels of utilisation of CIDOS learning tools ($M=3.93$, $SD=.961$) than Conventional ($M=3.81$, $SD=.805$) and METrO ($M=3.81$, $SD=.801$) institutions.

DISCUSSION

In brief, the targeted engagement value obtained was according to the BL courses fulfilment Index requirement. It integrates the LMS features used throughout 15 weeks or a semester. The total courses in true practice were measured by the selection of total allocated courses for BL in the academic sessions. These encompass diploma technical courses offered by Malaysian Polytechnics. In more specific, Premier Polytechnics obtained a high BL allocated courses per institution due to the fact that the institutions offer advanced diploma and home-grown degree programmes. Furthermore, the total number of BL courses registered in the current semester is pertinent to yield implication to blended design implementation and pedagogical engagement.

LIMITATIONS

The research has several limitations in the element of students' background. The respondents consisted undergraduate students of engineering and non-engineering fields. In order to monitor BL design via CIDOS utilisation, some approaches are required to indicate BL courses fulfilment such as targeted engagement, BL allocated courses and BL courses in true practice. The enriched usage of LMS mainly focuses on academic matters in enrolled courses for the corresponding semester. It is not measured for FtF teaching and learning delivery. Nonetheless, adequate time is required to determine optimum usage of LMS tools based on e-contents delivered by educators before conducting pedagogical strategies in a formal lecture.

RECOMMENDATIONS

In 2014-2015, blended learning strategies were implemented around 15% to 50% of the Premier, Conventional and METrO Polytechnics. In the near future, the percentage in e-Learning Key Performance Index (eKPI) must achieve higher value so as to nurture technology utilisation among educational entities. For this purpose, both administrators and educators will require relevant equipment and enhanced learning facilities and internet compatibility that support BL implementation to foster teaching and learning engagement among students [12]. Therefore, continuous training of CIDOS LMS implementation is required especially for beginners so as to ensure the quality and consistency of technology utilisation.

CONCLUSION

To summarise, the findings confirmed that the BL targeted engagement and relationship between BL courses in true practice and allocated courses (per institution) significantly influence the design of blended learning strategy in Malaysian Polytechnics. The findings showed Premier Polytechnic influences the structure of BL design in their AC/I by introducing home-grown degree programmes. The curriculum of degree program is recognised by Malaysian Qualifications Agency (MQA). Hence, in order to broaden learning opportunity among technical students, the findings also can influence in establishing the niche area programme by collaborative efforts with public university, specifically Malaysian Technical University Network (MTUN). The findings contribute to technology utilisation from the context of quality use, as well as consistency of use among technical students. However, the findings warrant that further research is required in determining the percentage of e-learning KPI for the next BL targeted engagement for the home-grown degree programme in Premier Polytechnics. More widely, this research has highlighted the practice level of BL design in the institutions. Positive commitment from policy makers, administrators, educators and students is vital to achieve a high level engagement in an academic setting. Thus, this study has put forward imperative benefits; this approach has particularly emboldened technical educational entities to gain an opportunity to use LMS systematically

and ease learning material delivery. In global context, it has encouraged personalised learning, regardless of time and location, as well as enhanced teaching and learning engagement towards technology utilisation for upcoming decade.

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Perspective XVII: The Effects of Hybrid Method of Teaching on Student's Academic Performance Towards Mathematics

Luisito Lolong Lacatan

INTRODUCTION

The Internet plays an important part in the hybrid method of instruction, performing not only as a repository of information, but its conduit as well. A *Computer World* special report written by Ronald James Panis entitled "Internet Becoming a Popular Tool for Remote Education", mentioned that the NET has become a tool for learning and a pool of knowledge as evidenced by the rising popularity of online education. People have learned to use the internet as an alternative source of knowledge, especially those which entail high expense in order to attain, relative to the financial capability of the learner. The NET allows wide access to information and offers various methods of providing proficiency. It also promises reliability through the delivery and retrieval of learning packages and tools and contents. A local electronic hub eLearning.ph aptly states "Through the Internet, "access to vital learning opportunities, regardless of location, time or distance" is made possible [1].

Over the last twenty years, technology and the introduction of the Internet have reorganised how we live, how we communicate, and how we learn. Consequently, in the field of education, learning is no longer viewed as either time-bound or place-bound as a result of these changes. Adapting to these changes, the instructor has become a facilitator of learning rather than plainly the source of it and teaching has become student-centred rather than the instructor determining how knowledge will be imparted and absorbed by the students. In order to keep up with the times, modern instructor had to develop a new way of instruction that will be more effective, efficient, and enhanced compared to traditional learning, hence the building of electronic community (e-community) of learners in cyberspace (internet) and the implementation of a new methodology of teaching called hybrid.

Dori, Levin-Peled and Kali (2006) investigated the effect of the pedagogical design of three hybrid courses on learning and assessment. The research population included about 120 undergraduate and 40 graduate students at the Technion. Data sources included class observations, online discussions, students' artefacts and interviews, as well as attitude questionnaires. The hybrid courses were developed based on design-principles for active and collaborative learning and supported by embedded assessment. In all three courses, high impact on the learners was observed especially in motivational and higher-order thinking skills. [2]

All lessons taken up during the semester were sent to the students topic by topic with corresponding exercises and assignments. Announcement of activities, quizzes, deadlines were done online so that the students are obliged to check their e-mail addresses.

The present study aims to determine the effects of hybrid method of teaching on students' academic performance towards mathematics. The researcher implemented hybrid method of instruction and formed an e-community group of students. The Internet is utilised to deliver course materials to the students. The e-community group of students is formed at www.yahoogroups.com. The group is named emags07_08 with e-mail address at emags07_08@yahoogroups.com.

RESEARCH DESIGN

The study used a quasi-experimental research. The researcher performed an experiment to determine whether the independent variable affects the dependent variable.

The quasi-experimental method was used to determine the success of the implementation of hybrid method to an e-community of learners and to compare the academic performance of the students. Two groups of respondents identical in composition were chosen, a control group and an experimental group. The traditional method of teaching was used in the control group and the hybrid method to an e-community of students was implemented in the experimental group. Matching was used to select the experimental group. The selection was done by using a list of variables, in this case the grades in Phys 2, on which the two groups of respondents

was similar. After the groups were selected, an experimental variable was introduced to the experimental group only, leaving the control group as it was. After the experimental variable was introduced, the researcher measured both groups on the dependent variable. The perception of the students in the experimental group regarding the use of hybrid method of instruction was gathered, as well as the difficulties they encountered on the duration of the implementation of hybrid method.

POPULATION AND SAMPLING TECHNIQUES

The subjects of the study were students enrolled in the course, Engineering Electromagnetic. From the two sections in Engineering Electromagnetic, only 21 students from each section were used as respondents of the study.

Two comparable sections in Engineering Electromagnetic were chosen as subjects. One section was assigned as the control group, while the other section as the experimental group. These sections were designated on the bases of the following:

- both sections were of the same course
- both sections were enrolled in the same subject
- both sections were handled by the same teacher.

Out of 40 students in the experimental group, only 21 students were paired with 21 students in the control group taking into account the following criteria of pairing/matching: same mental ability, same course, same subject, and same teacher.

The grades of the students in Physics 2 were considered to determine the comparability of two groups in mental.

INSTRUMENTATION AND INTERPRETATION

To determine the academic performance of the students, quizzes and assignments were given, and the midterm test was administered. The test was based on the lessons given. The coverage of the lessons was on the topics of Vector Analysis, Coulomb's Law and Electric Field Intensity,

Volume Charge Distribution, Line Charge, Sheet Charge and Streamlines and Sketches.

To determine the perception of the respondents in the experimental group on the use of hybrid method, a survey-questionnaire was given. The survey-questionnaire tried to find out the student's perception on the following

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Academic Performance of e-Community of Students Taught by Hybrid Method

Table 2.0 Academic Performance of E-Community of Students Taught by Hybrid Method (Experimental Group)

Grade	Frequency	Percentage
2.20 – 2.39	11	52
2.40 – 2.59	9	43
2.60 – 2.79	1	5
2.80 – 3.00	0	0
TOTAL	**21**	**100**
MEAN GRADE = 2.36		

From a total of 21 respondents, more than half which is 11 or 52% got grades of 2.20 – 2.39, followed by nine or 43% belonging to 2.40 -2.59 grade bracket. It may be noted that only one or 5% received grade of 2.60 – 2.79 and no one got grade from 2.80 – 3.00. The mean academic performance of the students taught by hybrid was 2.36.

This academic performance is a result of all classroom and online activities done by the students. Activities includes downloading of lecture notes, assignment and seatworks posted by the teacher online, quizzes and exams given in the room, and classroom/online participation of the students.

Academic Performance of Students Taught by Face-to-Face

Table 3.0 Academic Performance of Students Taught by Face-to-Face (Control Group)

Grade	Frequency	Percentage
2.20 – 2.39	1	5
2.40 – 2.59	4	19
2.60 – 2.79	1	5
2.80 – 3.00	15	71
TOTAL	**21**	**100**
MEAN GRADE = 2.75		

Findings revealed that majority of the students got grades ranging from 2.80 – 3.00. The computed mean grade showed 2.75. It can be inferred that compared to the face-to-face method, more students performed well in the hybrid method as evidenced by the percentage passing rate. Students taught by the hybrid method were able to participate actively in the duration of the course. They were excited about the new method of learning in Engineering Electromagnetic, which is, receiving hybrid lessons in their e-mail addresses. The course was made personalised and "technologised".

Perception of the Students on the Implementation of Hybrid Method

Table 3.0 Students' Perception on the Implementation of the Hybrid Method

	Perception on Hybrid Method	5	4	3	2	1	WM	VI
1	Implementing hybrid method makes the course well organised.	4	16	1	0	0	4.14	Agree
2	Hybrid method creates active interaction between the teacher & student.	3	10	5	3	0	3.62	Agree
3	The teacher's mastery of the subject matter is enhanced with the use of hybrid method.	6	11	4	0	0	4.10	Agree

cont. Table 3.0

4	The use of hybrid method maximises the use of the modern instructional tools.	16	5	0	0	0	4.76	Strongly Agree
5	The online lecture notes completely covers the lessons and presents the topics in a logical, well-organised manner.	3	11	7	0	0	3.81	Agree
6	E-mail as communication channel and as delivery modes of hybrid lessons and exercises is personalise, effective and Reliable.	9	10	1	1	0	4.29	Strongly Agree
7	The use of computer eradicates the feeling of fear on the use of technology	12	9	0	0	0	4.57	Strongly Agree
8	Use of hybrid method makes learning easy, interesting and challenging.	6	7	8	0	0	3.90	Agree
9	With hybrid method, students' self expression is encouraged.	5	7	9	0	0	3.81	Agree
10	Knowledge is retained longer and better with the use of hybrid method.	4	12	5	0	0	3.95	Agree
11	Mastery of the use of technology is developed.	7	10	4	0	0	4.14	Agree
	OVERALL WEIGHTED MEAN						4.10	Agree

The students agreed, with a lowest mean perception of 3.62, that hybrid method creates active interaction between the teacher and the students. The students may have observed that there was online interaction with their teachers but not in real-time. Meaning, the communication was asynchronous. Messages should be posted first before it can be received and read by the recipient. With an overall mean of 4.10, it was agreed that the implementation of the hybrid method was a success.

SUMMARY OF FINDINGS

Based on the analysis and interpretation of data the following findings were revealed:

Academic Performance of e-Community of Students Taught by Hybrid Method

Hybrid Method

The results showed that eleven (11) got grades of 2.20 – 2.39, followed by nine belonging to 2.40 -2.59 grade bracket. It may be noted that only one received grade of 2.60 – 2.79, and no one got grade from 2.80 – 3.00. The mean academic performance of the students taught by hybrid was 2.36 and was interpreted as Good.

Face-to-Face Method

Findings revealed that majority of the students got grades ranging from 2.80 – 3.00. The computed overall mean grade showed 2.75 and was interpreted as Fair.

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Perspective XVIII: The Use of a Web-based Online Quiz to Track Undergraduate Engineering Students' Understanding of General Chemistry for Engineers Course

Cherdphong Seedao

INTRODUCTION

Fundamental sciences such as Chemistry, Physics, Mathematics are required to be added in all engineering programmes to meet the requirement of the Council of Engineering, Thailand. At the Faculty of Engineering, Burapha University, approximately 683 undergraduate students were enrolled in the General Chemistry for Engineer course in the first year of their study. While the students having different levels of experiences in chemistry [1], the faculty members have faced great challenges in meeting the needs of diversified student from different areas all over Thailand. In this course, students were graded using scores from entire semester. The scores were collected in two part of activities, namely 90% from examination and 10% from class participation. At the end of the semester, the results showed that about 35% of the students failed in this class. This situation would lead to have some difficulty in chemistry class management of new batch of first year students due to the amount of failed student will be accumulated with new batch of first year student who are going to enrol in the Chemistry for Engineer class. It may cause more low learning performance of the student due to the very large number of students in the class.

The Faculty of Engineering realised that the problem has to be solved. To solve the problem, the source of the problem needs to be identified by providing students with opportunity to determine what material they understand and identify areas where more study or explanation is needed. To find the source of the problem using information and communication technology (ICT) tools such as computers and tablets to study General Chemistry for Engineer after a regular classroom meeting would motivate

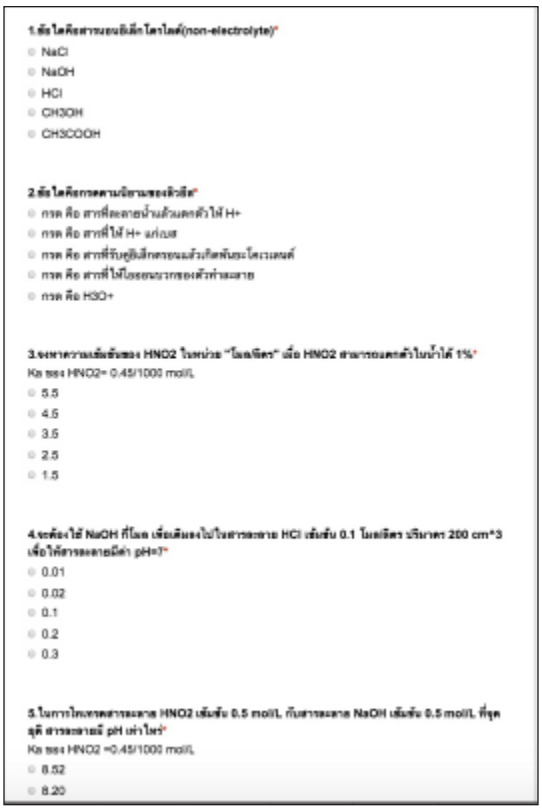
and improve learning performance of students [2]. Therefore, the objective of this study is to apply the Google Form application to create web-based online quiz to identify student's understanding and the areas where student needs more study or explanation. The web-based online quiz was implemented during the first semester in the year 2015.

METHODS

Web-based multiple-choice online quiz using the Google Form application was designed to cover all of the topics in the General Chemistry for Engineer course. The quiz was developed based on the objectives of each topic. A set of 13 web-based online quiz has been created 13 set cover all topics in General Chemistry for Engineer course as a prerequisite for their majors. The responses were collected and a quantitative analysis technique was employed to identify the student's perceptions on the course and the areas that needs more study or explanation.

RESULTS AND DISCUSSION

The summary of responses is illustrated in two types of response which can identify student's understanding and areas that students need more explanation on. From the brief analysis, only one topic which is Ions Equilibrium that needs further explanation by the students. The objectives of this topic are (1) student could identify types of solution, (2) student could define and explain acid solution, and (3) student could calculate the pH of solution of weak acid+H_2O and weak acid/base + strong acid/base.


1.ข้อใดคือสารนอนอิเล็กโตรไลต์(non-electrolyte)*
- NaCl
- NaOH
- HCl
- CH3OH
- CH3COOH

2.ข้อใดคือกรดตามนิยามของอิวอีส*
- กรด คือ สารที่ละลายน้ำแล้วแตกตัวให้ H+
- กรด คือ สารที่ให้ H+ แก่เบส
- กรด คือ สารที่รับคู่อิเล็กตรอนแล้วเกิดพันธะโคเวเลนต์
- กรด คือ สารที่ให้ไฮยดรอนเวกของตัวทำละลาย
- กรด คือ H3O+

3.จงหาความเข้มข้นของ HNO2 ในหน่วย "โมลต่อลิตร" เมื่อ HNO2 สามารถแตกตัวในน้ำได้ 1%*
Ka ของ HNO2= 0.45/1000 mol/L
- 5.5
- 4.5
- 3.5
- 2.5
- 1.5

4.จะต้องใช้ NaOH กี่โมล เพื่อเติมลงไปในสารละลาย HCl เข้มข้น 0.1 โมลต่อลิตร ปริมาตร 200 cm^3 เพื่อให้สารละลายมีค่า pH=7*
- 0.01
- 0.02
- 0.1
- 0.2
- 0.3

5.ในการไทเทรตสารละลาย HNO2 เข้มข้น 0.5 mol/L กับสารละลาย NaOH เข้มข้น 0.5 mol/L ที่จุดสุดยอดสารละลายมี pH เท่าไหร่*
Ka ของ HNO2 =0.45/1000 mol/L
- 8.52
- 8.20

Fig.1 A snapshot of the quiz on the Ions Equilibrium topic

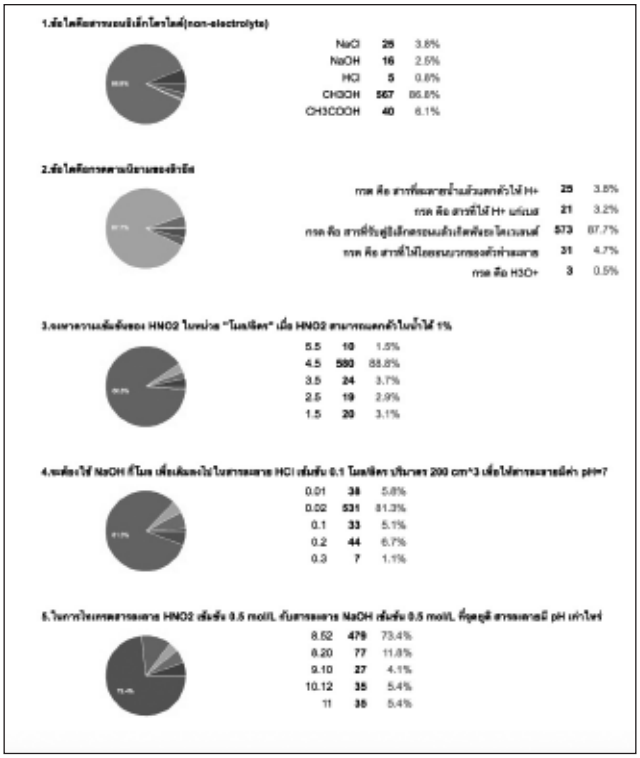


Fig. 2. A summary of responses on the Ions Equilibrium topic

Figure 1 and 2 each displays a snapshot of the quiz that was created using the Google Forms application based on the objective of topic and a summary of responses of 653 students. From Figure 2, 70% of the students understood the objectives of the topic. However, the summary of the responses could also be used to identify that area students need more explanation and practice. For example, in questions 1 to 3, 90% of the students were able to provide the correct answers, while in questions 4 and 5, only 80% of them were able to provide the correct answers. This shows that students need more help from their instructor for further explanation in the objective no.3. Moreover, students also need to focus on practicing the calculation of the pH of the solution after weak acid or base are mixed into strong acid or base.

CONCLUSION

The weak points of students enrolled in the General Chemistry for Engineer course were identified through students' responses of the online quiz. This information can be utilized to improve on students' engagement and learning. In addition, the responses from the online quiz has helped the course instructors to improvise the contents of the General Chemistry for Engineering course.

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Chapter 5

Equal Education for the Disadvantaged

"Leave no one behind. We should ensure that no person—
egardless of ethnicity, gender, geography, disability, race, or status—
is denied universal human rights and basic economic opportunities."

United Nations (UN) Secretary-General's High-Level Panel of Eminent Persons on the Post-2015 Development Agenda

OVERVIEW

Social Inclusivity in education policy can address the issue of Equal Education for the Disadvantaged and its provision. However, any discussion which examines the complexity of an Education system in any country should be examined "in relationship with the multiplexity of attitudinal, historical and cultural factors affecting the country's economic, political and social life (Rudner, 1977)."[1]

Typically an educational system is designed to facilitate the creation of a united, democratic, just, liberal and progressive society. In recent years, new curriculums have been designed in such manner to meet these criteria and also ensure more flexibility for the students and the educational institutions. The trust for such a strategy is resultant from the Governments' desire to have a better qualified, efficient and effective workforce. As a spin-off, this strategy aims to also ensure peace and social order in a multiracial, multicultural and diverse society.

There is however a dichotomy between the education systems and process of the North and the South in the present day, with the exception of some of the educational institutions in the South that have 'whole-heartedly' accepted the western non-discriminatory educational system. One acts in practice due to the various legislative provisions that govern

[1] Rudner M (1977). Education, Development and Change in Malaysia, South East Asian Studies, Vol.15, No.1, June 1977

equal education, whereas the other operates in an 'ad-hoc' manner depending on the sophistication of the civil society and government of the day. In Asia for instance, there has rarely been a reported act of discrimination, be it sex, race, age, or disability in education in Asia that has been challenged legally. Thus discrimination may exist, without legal case precedence to alter otherwise, and covertly allowing for unequal access to education, especially for the disadvantaged.

Perspective I: Community Support in the South of Metro Manila: A Case Study in San Beda College Alabang

Cecilia A. Navarro and Cynthia A. Zarate

INTRODUCTION

The 66th Annual United Nations (UN) Department of Public Information/ Non-Governmental Organisation (DPI/NGO) Conference which was held in Gyeongju, Republic of Korea from 30th May 2016 until 1st June 2016 reaffirmed the importance of focusing on the inclusivity and equality of a quality, lifelong education for all through the Gyeongju Action Plan. It fulfils the United Nations' "Sustainable Development Goal 4". The conference has managed to demonstrate a good example of UN's core value that upholds an undivided commitment with its academic counterparts and NGOs. The Gyeongju Action Plan provides a concrete guidance for NGOs around the world to enhance their ability to lobby the governments to implement the Sustainable Development Goals and mobilise the NGO communities. The UN is committed to continue supporting and become partner with the NGOs and academia in their joint efforts to successfully advocate for and implement the 2030 Agenda. The newly designed action plan includes a series of concrete measures for NGOs to start implementing the 2030 Agenda at the grass-roots level [5]. San Beda College Alabang supports this agenda and other programs that give an equal opportunity of education especially to the disadvantaged.

HISTORY OF SAN BEDA COLLEGE ALABANG

The Benedictine monks arrived in the Philippines on the 12th September 1895 and started their missionary work in Surigao in 1896. The Benedictine community in Mindanao was founded by R. Rev. Jose Deas y Villar, OSB. Several years after the Mindanao's monk mission, the Benedictine community transferred their residence and apostolate to Balmes Street in Quiapo, Manila. The Benedictines had witnessed many political and social changes in the Philippines as they struggled under the colonisation

of Spanish and Americans. Despite tremendous odds, however, they remained steadfast and pursued a new apostolate: education.

San Beda College Alabang was established on the 17th June 1901 under the leadership of Fr. Juan Sabater, OSB. Fr. Sylvestre Jofre, OSB was the first Rector who dedicated the college for (i) the cause of Catholic education, and (ii) the making of Christian gentlemen who are committed to achieve excellence and in the service to God and the country. San Beda College Alabang had since emerged as one of the leading educational institutions in the Philippines. By the 1960s, the leadership of the Benedictine community, which mostly consisted of Filipinos, was gradually transferred to the Filipino monks.

Furthermore, the community's rage and restiveness dominating the late 1960s and the early 1970s had led to a historic decision made by the Benedictine monks, which was to establish another campus in a more peaceful place than Mendiola, Manila. The Benedictines finally chose the hilly Alabang in Muntinlupa as the site of the new campus. A modern edifice was constructed in 1972 on a nine-and-a-half-hectare lot inside the upscale of Alabang Hills Village, South of Metro Manila.

On 10thJuly 1972, Benedictine Abbey School (BAS) opened its doors to 78 boy and girl pre-schoolers. Fr. Roberto de Jesus, OSB supervised the growing institution throughout the early years of its establishment. The BAS pioneered a modern concept of non-graded open classroom instructional system, and from 1977 to 1978, the school extended its operation to high school. During the centennial anniversary in the Philippines, the Benedictines welcomed the tertiary department in Alabang as a manifestation of their continuous commitment to provide a quality education for the youth. The school was later renamed to Saint Benedict College on the 5th June 1995. After 32 years, Fr. Anscar J. Chupunco, the then college's Rector-President announced the institution's secondary name, San Beda College Alabang. Therefore, on the 7th September 2004, the institution responded to the clamour to continue the Bedan tradition and be identified as a Bedan school. It was a dream come true to carry the name San Beda, well known for its more than a hundred years of Bedan quality education.

VISION, MISSION, AND OBJECTIVES OF SAN BEDA COLLEGE ALABANG

Vision

To be a leading Catholic Christian educational institution committed to the holistic formation of people who excel in their perspective, endeavours, and are guided by the Benedictine three main principles: "Prayer, Work, and Peace".

Mission Statement

To provide excellent and responsive programmes and services, adopt an empowering management system, and build a learning, caring, and praying community guided by the teachings of Saint Benedict and the examples shown by Saint Bede.

- Prayer: Glorifying God in all undertakings by endeavouring to search for what is right, true, and moral.
- Work: Ensuring integrity, honesty, and standard in all research undertaking.
- Peace: Respecting and recognising the opinions and beliefs of others.
- Community: Fostering cooperation towards the achievement of a common goal.
- Service: Sharing expertise and resources in the spirit of helping others.
- Excellence: Ensuring the highest quality in all research undertakings.

Institutional Objectives

As a brother school of San Beda College, San Beda College of Alabang shares a similar threefold task namely:

1. To provide students with a relevant Catholic Christian education by assisting them in the attainment of self-realisation as individuals:
    - By developing their potentials in terms of physical, intellectual, moral, and spiritual;

- By giving them the necessary training for the professional work grounded upon the Catholic Christian values;
- By creating opportunities that enable them to dedicate themselves to a deeper commitment to Christ and His Church.

2. To facilitate the intellectual development of the students:
   - By training them in the methods of scholarship, research, and creative endeavour;
   - By providing them with the skills and experiences that optimise their chances for a meaningful role and dignified life in the society;
   - By moulding the right attitude and strengthening the love for truth, peace, and justice.
3. To contribute to the progress of society:
   - By maintaining a high standard in all programs engaged in;
   - By cooperating in the advancement of knowledge and culture;
   - By affording a conducive working atmosphere for the personal and professional growth of the college personnel.

INSTITUTIONAL MANAGEMENT

The institutional management of San Beda College Alabang consists of senior officials, namely Board of Trustees, Rector, and Division Directors. The Board of Trustees is the highest-rank policy maker responsible for formulating general policies, objectives, and directions regarding academic, personnel, support services, and financial concerns. Rector is the head of the college who oversees the operations of the entire institution. He has the power to appoint the personnel and implements policies and objectives laid down by the Board of Trustees. On the one hand, Division Directors are divided into three different divisions. First, the Academic Director is responsible to coordinate and evaluate the operations of all academic departments such as the Integrated Basic Education, the College of Arts and Sciences, and the School of Law. Second, the Services Director is responsible to coordinate and evaluate the necessary support services and operations of the academic and non-academic departments. Third,

the Finance Director acts as the college treasurer is responsible for the administration and control of the college funds and properties.

PROGRAM OFFERINGS

Presently, San Beda College Alabang offers the following academic programs:

- Graduate Studies– Master in Business Administration, Master of Arts in Psychology, Master in Information Technology (in the pipeline)
- Law
- College of Arts and Sciences – Business Administration, Accountancy, Entrepreneurship, International Studies, Education, Psychology, Communication and Media Studies, Legal Management, Information Technology, and Accounting Technology
- Integrated Basic Education – Primary Grade, Middle Grade, Junior High School, and Senior High School

BORDERLESS EDUCATION FOR THE DISADVANTAGED

There is an increasing demand for higher education in recent years, and this is proven through the enrolment of approximately 153 million students worldwide. Half of them are from developing countries like the Philippines [1]. Governments and public institutions have maintained access to higher education, while mechanisms such as scholarship, education fees, student loan programmes, and other grants are also currently being provided [2]. Access to higher education is described as the ability of individuals from different backgrounds to fairly obtain the opportunity to pursue higher education [4]. In the light of the access to higher learning, borderless education comes into picture in the context of education intended for the marginalised sector.

Borderless education entails an education provision crossing traditional boundaries like geography, status, race, culture, and other forms of affiliation [3]. It describes different activities being conducted to improve the quality of education in any sectors. Borderless education also encourages accessibility to learning for all sectors in the society. It means

that the knowledge acquisition is available even to the impoverished community members.

San Beda College Alabang is the only Catholic educational institution in the South Metro Manila that consistently practices borderless education while upholding the teachings of Saint Benedict. The sharing of expertise and resources in the spirit of helping others in the community demonstrates the Benedictine's core value of service.

Next, in order to integrate the above-mentioned core values, San Beda College Alabang provides a comprehensive learning opportunity through various educational programmes, scholarships, grants, and financial assistance to students from low-income families who want to pursue their dreams and become successful in the future. These aids help ease the burden of the parents in seeking financial supports for their childrens education.

For the Academic Year of 2015/2016, San Beda College Alabang has given 392 scholarships and grants to deserving students in the areas of the Integrated Basic Education Department, College of Arts and Sciences, and School of Law. Scholarship is merit-based and awarded to students with excellent academic track record or athletic ability. The scholarship recipients are subjected to certain requirements such as the students must maintain a certain level of Grade Point Average (GPA) to continue getting the scholarship. On the one hand, grants are need-based in accordance with students' financial condition. The following are the different scholarships that the college offers:

- ***St. Alcuin Scholarship:*** This is a full scholarship given to incoming college students who previously graduated on the top of their class or those who received the highest award in government-recognised public or private institution.
- ***St. Bernard of Clairvaux Scholarship:*** This scholarship is given to college students who rank first (100% discount) or second in their year level (75% discount).
- ***St. Lorenzo Ruiz Scholarship:*** This is awarded to outstanding varsity members and the discount is determined by the Athletics Office and the Scholarship Committee.

- ***St. Scholastica Scholarship:*** 50% discount is given to seven incoming freshmen students who obtain the highest score in all subjects in the college admission test.
- ***St. Anselm Scholarship:*** This is awarded to students of Accountancy and Education from public high schools.
- ***Highest Scholastic Achievement Scholarship:*** This is a tuition fee awarded to three high school students who receive the highest general academic average in each year level.
- ***St. Benedict Financial Grant:*** This is a full-discount scholarship given to students of low-income background throughout their entire stay in the college.
- ***BEDE Financial Grant (Benediktino ng EdukasyonDulotsaEmpleyado):*** This privilege is granted to children of employees with permanent status.
- Additionally, the Community Involvement Centre, through the participation and cooperation of the students, faculties, and employees has been in a close contact with the depressed areas and illegal settlers in barangays of Muntinlupa, Las Piñas, and Parañaque.
- ***Brigada Eskuwela:*** Tutorial services are provided to the children of low-income families.
- ***Red Library:*** Public school libraries in three municipalities and in the Education Section of the National Bilibid Prisons located at Muntinlupa City are the beneficiaries of withdrawn library materials, stand-alone catalogue, equipment, and boards.
- ***Robotics Program:*** Grade 5 and Grade 6 public school teachers are trained in the Robotics Program and their students are allowed to use the school's robotics laboratory.

CONCLUSION

One of the objectives of borderless education is to provide educational opportunity to young individuals who are financially deprived. This is instrumental in the pursuit of higher learning. Educational pursuits

reduce the likelihood of the youth from being recruited and influenced by radical groups. San Beda College Alabang has consistently upheld the teachings of Saint Benedict and shared its expertise and resources with the community. There are 392 scholarships and grants that have been given to deserving students for the Academic Year of 2015/2016. The Community Involvement Centre has also provided library materials, tutorial services, and training to students and teachers in the barangays of Muntinlupa, Las Piñas, and Parañaque.

RECOMMENDATIONS

The following are the recommendations of this research:

- The alumni should play a key role in helping to provide an equal educational opportunity for the disadvantaged around the school's nearby local communities.
- The stakeholders should continue to support the institution in providing scholarship and grants for the impoverished students.
- Benefactors of such educational opportunity could pay back through volunteer works such as Catechism, tutorial, and civic activities.
- The college should be in close partnership with government and non-government organisations and business conglomerates to continue and sustain the programs.
- The college should also tap foreign embassies by providing scholarships for advanced studies (Master and Doctorate degrees).
- The Community Involvement Centre should further enhance its community activities, for example, feeding program for the pre-schoolers, day care centre for the residents, sports clinic, and tree planting for the youth.

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Perspective II: Massification of Higher Education in Malaysia: Finding a Balance between Economic Growth and Social Development

Arnida Abdullah

INTRODUCTION

Malaysia's Vision 2020 and the demands of a knowledge-driven economy have fuelled the momentum to transform the Malaysian tertiary education system from an elite into a mass in order to respond more effectively to emerging global trends and also to the growing public demand for access to tertiary education. The government has developed strategies for expanding the tertiary education sector, including increasing the number of tertiary institutions, upgrading several public and private non-university institutions to fully fledged university status, co-opting the private sector and implementing institutional diversification. These strategies have been implemented to ensure more equitable access to tertiary education for all students through a variety of pathways, both traditional and non-traditional. The Malaysian tertiary education sector has expanded significantly from seven public universities in 1990 to 20 universities in 2016, with the addition of 52 local private universities, 34 private university colleges, 10 foreign university branch campuses and 399 private colleges [1]. These institutions represent a wide variety in term of their purposes, category of students, organisational and funding arrangements, and the laws that govern their operations.

The process of expansion and diversification of the tertiary education system has resulted in increased enrolment and participation rates of students. More students are now attending tertiary institutions than ever before and Malaysia is producing more skilled knowledge workers to support the human capital needs of the k-economy and to facilitate economic growth. Making higher education more accessible to all citizens, especially to the most disadvantaged groups, is another priority of the government in order to improve the living conditions and livelihood of its

people. Although economic growth is important to the country, it should support fairness and social justice to ensure a fair economy that can benefit all citizens.

A MIX OF ECONOMIC AND SOCIAL OBJECTIVES

Malaysia is a nation that has a diverse population made up of many ethnic groups, religions, cultures and languages. Its ethnic diversity has given rise to different forms of conflict when there has been a substantial gap between different ethnic groups mainly in income and educational attainment levels. Of the three major ethnic groups, the majority Bumiputeras (the Malays and indigenous peoples) are still behind other ethnic groups on the socio-economic indicator scale. The median household income for Malays in 2014 was RM4, 214 (RM371 below the national average) compared to RM5, 708 for the Chinese and RM4, 627 for Indians [2]. In addition to ethnic issues, economic gaps still exist between different communities and states in the country. Those living in rural areas are poor income earners. In 2014, the median household income for rural communities was RM3, 123 (RM1, 462 below the national average) compared to RM5, 156 for people in urban areas [3]. Moreover, certain states such as Kelantan, Sabah and Sarawak remain behind other states in economic development, and Sabah, which accounts for 8.1 percent of the total population, had the highest poverty rate in the country in 2012, followed by Kelantan 2.7 percent and Sarawak 2.4 percent [4].

The Malaysian government has acknowledged that the issues of poverty and disparities in wealth are more likely to hinder the country's economic development and social progress as well as threaten its political stability. Progress towards becoming a high income and fully developed country by 2020 will move more slowly if a small elite dominates the economy and lives in luxury while those at the bottom are struggling to survive due to poverty. For that reason, economic growth with equity has been one of the main objectives in every Malaysian Plan. As well as emphasising economic growth and job creation, the government has also focussed on closing the inequality gap so that everyone is treated fairly, regardless of their backgrounds.

There is nothing more important than encouraging access to tertiary education in order to close the poverty gap in Malaysia. The provision of alternative routes to tertiary education for the disadvantaged groups can lead to substantial improvement in their quality of life and contribute towards the improvement of Malaysian society. Arokiasamy and Nagappan pointed out that tertiary education is a tool "to promote unity, improve poverty and bridge the social disparity gaps" [5]. The expansion of the tertiary education sector has therefore become a key driver of both social and economic development. The k-economy requires the deployment of well-trained and highly educated workers to encourage creativity and innovation in the workplace and these requirements can only be fulfilled by those with tertiary level qualifications. Thomson also supports the idea that tertiary education is becoming more important. He states that "higher education is increasingly recognised as playing a central role in human, social and economic development. Moreover, in contemporary 'knowledge societies' and in the face of pressures and changes from globalisation, this role is increasingly important, yet ever more complex" [6].

Moving forward, Malaysia is striving to achieve a more appropriate balance between economic growth and social development. With the continued growth of public spending on tertiary education and the need for a balanced budget, the strategy is to restructure the publicly funded tertiary institutions in order to optimise their performance and to support a further expansion of private providers [7] so as to maximise the benefits and minimise the costs to the economy. The pathway to a knowledge economy, therefore, requires a massive expansion of tertiary education so that Malaysia is equipped with qualified, skilled workers to serve various industries and keep the economy growing. This expansion, however, must not jeopardise the quality of tertiary education and it has to be combined with equity. Good strategic planning is essential to ensure that those people in the weakest economic position can improve their social standing. The government knows that the only way to deal with these huge challenges involves supporting the rights of all citizens to have education, including tertiary education, and working towards a social inclusion approach. The barriers to higher education must be removed so that the disadvantaged groups have the opportunity to stay in education from the primary through

to the tertiary level. For that reason, the Malaysian government have created a multi-tiered system that provides a place to all students, even though different types of higher educational institutions differ in access and impact. Figure 1 shows the present system of the tertiary education in Malaysia.

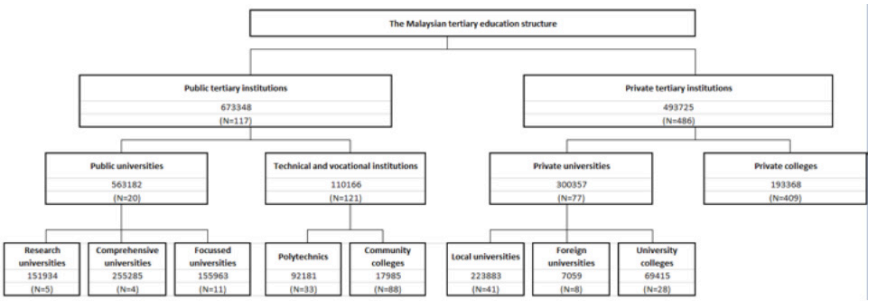

Figure 1 Tertiary education structure by local student enrolment and number of institutions, 2014

Source: Ministry of Higher Education (2014) & Department of Higher Education (2014)
Note that the information in bracket refers to the number of institutions and the one above it refers to the enrolment

The multi-tiered system is divided into two main categories, public and private tertiary institutions. The public tertiary institutions (government funded) are comprised of public universities, polytechnics and community colleges, while the private providers (for-profit organisations and self-funded through fees and investment) consist of local universities, foreign university branch campuses, university colleges and private colleges. The entry to public tertiary providers is highly competitive and Malay is used as the medium of instruction. By contrast, private tertiary providers have flexible entry criteria and English is used as the medium of instruction in most institutions.

Each institution in this multi-tiered system has its own role in serving the needs of the country. The research universities focus more on research activities and they are expected to offer a world-class higher education and to position themselves in the influential league table of leading

universities. Comprehensive and focussed universities, on the other hand, concentrate on specific fields with the aim of increasing participation and widening access to higher education. Polytechnics have been trusted to produce semi-skilled and skilled workers for industrial employment, while community colleges offer skills training and certification in vocational fields.

THE CHALLENGES FOR ACHIEVING THE ECONOMIC AND SOCIAL OBJECTIVES

Although the intended plan of the government is to build a diversified mass system to make tertiary education more equitable, the multi-tiered system is in reality a hierarchically differentiated system where institutions differ according to their admission requirements, as illustrated in Figure 2.

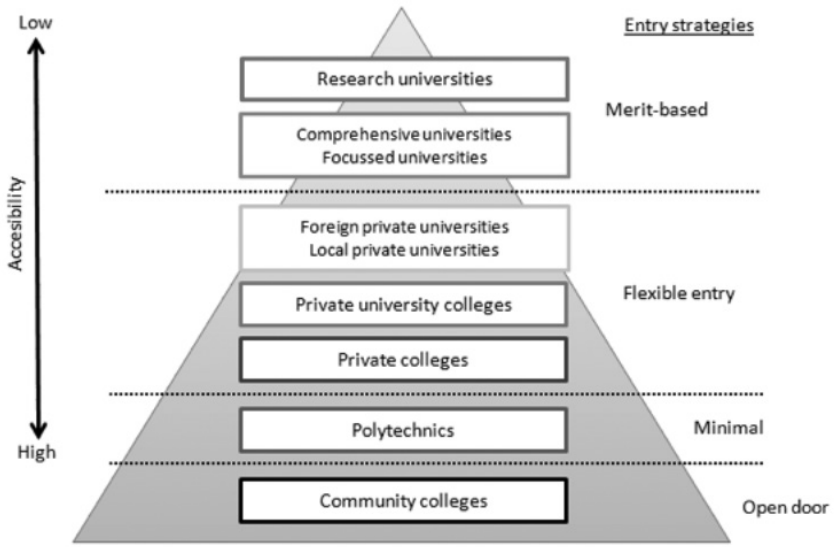

Figure 2 Tertiary education pyramid based on intake standard

Source: Author's own interpretation of data

This figure shows that the elite public universities (few in number) stand at the apex of the pyramid, while the large number of non-university institutions occupies the base. Moving down the pyramid, accessibility increases as the entry requirements of the different institutions become fewer. The research universities are placed on the top level because they have a highly selective admission process, based on academic merit. Comprehensive and focussed universities are at the second level with regard to entry requirements. Being private providers, local and foreign private universities tend to be more moderately selective, but more flexible about admission requirements than the public universities. They are positioned below comprehensive and focussed universities, but above private university colleges and private colleges. Polytechnics are located below the level of all private institutions because they have even lower entry requirements. Community colleges form the base of the pyramid since they have adopted an open-door policy ('nil selection').

This hierarchical structure [8] not only indicates a ranking of tertiary institutions, but also suggests a social hierarchy. Low income students are most likely to be underrepresented in the selective tertiary institutions at the top of the pyramid. This is not only based on academic ranking of public and private providers, but is also partly based on the economic power of different families to access fee-charging institutions independently of academic merit.

Due to high demand and limited places, public universities select their students based on academic talent and achievement. In theory, this means that all high-performing students have an equal chance of getting a place in public universities regardless of their backgrounds. The 'elite' research universities, however, are restricted to a small set of students who have shown high academic performance. Those qualified candidates who are rejected by research universities may get a second chance and be admitted to comprehensive or focussed universities. Not surprisingly, however, most students at public universities are more likely to come from well-off and middle-class families because they have access to a wide range of resources and benefits at home [9].

While the number of public and private universities has grown, the government has also emphasised the development of the non-university

sector to promote social inclusion and its commitment to tertiary education. Non-university institutions include polytechnics, community colleges and private colleges. Polytechnics have far lower entry requirements than public universities, while community colleges maintain an open door policy which gives all citizens easy access to learn the skills required for employment. In most cases, small private colleges maintain flexibility in their selection criteria for admission. However, the entry requirements at private colleges are much less rigorous than at the private and public universities.

The proliferation of private providers is supposed to absorb the excess students applying for places at public universities. These private institutions, however, are only suitable for those who can afford to pay the expensive tuition costs. In addition, students are normally expected to have a good command of the English language both written and verbal. This again favours students from affluent families who can give their children more educational opportunities – access to a range of different tertiary institutions. They are willing to pay expensive tuition costs for high quality and good reputation private universities or colleges, even though their children might not be high achievers. These private institutions serve as a safety net, creating options for less competent students who can pay fees so that they can stay in the education system and earn a degree.

However, high-achieving students from poor backgrounds have more limited opportunities to attend tertiary education. They struggle to achieve academic success in secondary school for the reason that they grow up in poverty and an educationally disadvantaged environment [10]. Only a small number of them are eligible for entry to selective public higher educational institutions. Enrolment at private universities or colleges is a very costly proposition for them and it poses several dilemmas. It will be a waste of time and money if they are not able to complete their studies in the required time or they have opted to attend low quality private institutions. In addition, they are at greater risk if they do not have a good command of the English language or achieve a good academic standard. When the costs of attending private colleges or universities outweigh the benefits, the only choices available to them are polytechnics or community colleges. It therefore appears that students from low-income backgrounds who cannot

afford fees tend to be channelled into public non-university institutions that have lower entry requirements, a shorter completion time and cost less. These non-university institutions, however, are more likely to offer a low quality of education due to their lack of qualified and experienced teaching staff and their inadequate facilities.

Poor students who are not academically successful are channelled directly into community colleges or government-owned industrial training institutes. Vocational education and training programs are the only pathway for them to learn job skills and to obtain a certificate. However, this option does not guarantee a wide range of job opportunities or a better future. The unemployment rate was highest among community college graduates in 2011 (35.4 percent) and only a small number of them (10.9 percent) progressed to further education after completing their studies [11].

In brief, the multi-tiered system is supposed to make tertiary education more efficient and more equitable. The presence of an 'invisible' hierarchical structure behind this system, however, is of major concern because as we move down the pyramid structure, the opportunity for tertiary education increases, but the quality of that education decreases. In this system, students from poor families are not getting maximum access to higher educational institutions even if they are academically talented. They do not have money to spend on private education and public institutions become the only option. For that reason, they are underrepresented in selected public universities and many of them attend the lower quality public, non-university institutions. In contrast, rich students who are not academically gifted have many options in both the private and the public sector. There have been, of course, a growing number of educated Malaysians, but largely among the wealthier. There is therefore a risk of wealth and power being concentrated in the hands of a relatively small group who have benefited from the way the Malaysia tertiary education is organised.

SUMMARY

Although institutional diversification in Malaysian higher education supports and promotes the equality of opportunity in tertiary education,

not all members of the society have the same rights and access to attend high-quality tertiary education institutions. There is still an inequitable distribution of tertiary education opportunities between the rich and the poor. Diversification is multiplying options for students from wealthy families, but does little to assist the less fortunate groups. Students from wealthy families still have a far greater advantage over their poorer peers. More money means better educational outcomes for these students.

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Perspective III: Breaking Prison Walls through Transformative Education

Josephine P. Dasig Ph. D. and Alfonso H. Loreto

INTRODUCTION

Prison facilities are basically designed to punish offenders, to protect the community from the delinquents and to rehabilitate criminals. In the Philippines, the Correctional Bureaus are responsible for the safekeeping of prisoners and their rehabilitation through general and moral education and technical training in industry and agriculture [1]. One of the rehabilitative measures is the education offered by the Bureau of Corrections. Before, prison education caters only to remedial schooling that prepares inmates to acquire basic literacy in reading, writing and mathematics. In most correctional facilities, vocational programmes are incorporated into job assignments and serve as on-the-job training. The goal is to provide inmates with skills that will improve their eligibility for jobs upon release. Most prison vocational training is geared toward traditional blue-collar employment in areas such as electronics, auto mechanics and handicrafts [2]. Rehabilitation starts with education. Education unlocks many doors in a person's mind, giving a person legitimate skills and opportunities upon release [3]. The inmates who earned an associate's college degree had improved their lives [4]. Moreover, receiving correctional education while incarcerated reduces an individual's risk of recidivating, and improves odds of obtaining employment after release [5]. It is in this perspective that the University of Perpetual Help System – DALTA -Bilibid Extension School was conceptualised. It was in 1984 that the president of UPHSD, Dr. Antonio L. Tamayo, the Bureau of Correction and the Rotary Club of Las Piñas signed a tripartite agreement that launched the Bilibid Extension School in the Bureau of Corrections in Muntinlupa City - a comprehensive programme that helps in rehabilitating the medium- security risk prisoners through transformative education. UPHSD-BES offers a free Bachelor of Science in Entrepreneurship degree to deserving inmates. UPHSD-BES has graduated 504 individuals/inmate-students [6]. This study was

undertaken to determine the impact of UPHSD-Bilibid Extension School on the lives of the inmate-students, inmate-teachers, and inmate-alumni for improving and intensifying the programme as part of the community extension services of the institution.

METHODOLOGY

This study utilised the qualitative research to gain insight on the kind of lives that the inmate-students, alumni-teachers and inmate-alumni live. 12 served as respondents of the study. Direct interaction with individuals on a one to one basis was done for the inmate released. After securing permission from the Officer-in-Charge of the UPHSD-BES and the Bureau of Corrections, direct interaction with individuals in group setting was done with the inmate-students and inmate-alumni. Reflection paper analysis and narrative analysis of the interviews and focused group discussion were utilised in interpreting the qualitative data.

RESULTS AND DISCUSSION

The narrative analysis of the interview and focused group discussion and the reflection paper analysis revealed three compelling theme. First, all of the respondents would like to become a *better person*. All of them were working very hard to achieve that desire. They were active in all the programme offerings of the UPHSD-BES and the Education Department of the Bureau of Correction. They grabbed every learning opportunity that comes their way. They were also given therapeutic activities that develop their emotions. They confirmed that UPHSD-Bes has offered a natural and normal environment for them. They are very grateful that they found families among their classmates, teachers, administrators, and visitors. They further mentioned that their lives were transformed when they enrolled in UPHSD-BES. They considered the Extension School as the brightest side of the National Bilibid Prison. Their God given talents were developed through the different co-curricular activities they joined in school. These had made them regained their self-confidence and rebuilt their self-concept. The seminars, and trainings they acquired made them become more knowledgeable not only in business and academics but as

well as in life as a whole. Their relationship in God has become closer since the spiritual lessons and activities are done daily. They further stressed that they learned how to accept each other's differences hence their moral and social skills had improved as compared to their old selves. In totality, the data analysed revealed that the education they have acquired from UPHSD-BES created a good impact on them due to the transformations they experienced and witnessed firsthand.

Second, the *computer and entrepreneurial skills* they learned in UPHSD-BES had made them more business-minded and financially literate. Some of the respondents were proud to say that they are now financially independent from their families. UPHSD-BES is offering Bachelor of Science in Entrepreneurship; hence the inmate-students were taught and trained how to become businessmen especially when they will be integrated in the free community. They emphasised that the knowledge and skills they acquired from their professors had made them better decision makers. This also had made them practical spenders and investors. They also confirmed that these entrepreneurial skills will help them survive the indifferent world outside the prison wall. Others were already foreseeing the kind of businesses they would venture in the future.

Third, all respondents aimed to be *free in the future*. Their excitement upon release was very evident during the interview specifically those with families waiting for them. Most of them have children and they really wish that their kids would be proud of them upon released because of the diploma they carry in their hand. Though, some of them also showed apprehension of what the future and the free society store for them. They all expressed hope that they will be accepted first and foremost by their families and children; secondly the society where they will be reintegrating. They also emphasised the importance of keeping themselves healthy so they would endure in seeing their loved ones again.

The *three themes* implied that these inmate-students though convicted as criminals by the law of the land were now slowly renewing and transforming the better version of themselves. They are now deserving of the second chances that the society must entrust them. Though the road to recovery is not that easy, but the education they received from UPHSD-BES will guide them through it.

CONCLUSIONS

The respondents would like to better themselves by participating in all the learning opportunities offered by the institution. They attend their classes regularly, submit their assignments on time, and do their academic tasks diligently. They also develop a closer relationship with God by attending the Holy Mass every day. Those who are non-Catholics attend ecumenical services and bible study groups of their choice. They participated in the different activities/contests that hone their academic skills and knowledge. They also joined varied sport activities like basketball and volleyball that develop their physical aspect. Furthermore, the respondents regain their self-confidence through programmes that enhances their personality like singing, dancing and acting. They became financially literate and more knowledgeable in business because of the entrepreneurial skills they learned from their professors. They believe that the different curricular and co-curricular programmes and activities have helped them developed holistically. The respondents further believed that these skills have prepared them to face the challenges that come their way once reintegrated in the community. Generally, the respondents believed that the education they had inside the walls of prison serves as a tool in making their lives meaningful and purposeful.

RECOMMENDATIONS

The University of Perpetual Help System should continue in improving the implementation of the Bilibid Extension School Programme that will develop the inmate-students physically, emotionally, spiritually, intellectually and socially. The programmes that will develop their physical aspect should be intensified by supporting them with sports materials like balls for basketball and volleyball, nets and other outdoor and indoor sports materials. There must also be spiritual programmes that will enrich the different faith of the inmate-students. Different financial literacy programmes and seminars on small-scale businesses should be provided by inviting industry partners to share their expertise in business. Counselling seminars should be arranged as preparation for the inmate-students prior to their reintegration to the free society/community.

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Perspective IV: Assessing Students with Disabilities: Compliance with the Provisions of the Magna Carta for Persons with Disabilities in Philippines

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INTRODUCTION

One of the key goals of social development is the creation of an inclusive society, "the society for all." It promotes equality among various sectors of the society. It encompasses and challenges the global issue of inequality, which different countries hope to address through numerous legislations. It is a response to eradicating issues of discrimination especially to the marginalised sectors of the society like the persons with disabilities, rooting on the ultimate reality that they are human beings, like any other who are to be bestowed human rights. The 1987 Philippine Constitution places emphasis on the Bill of Rights, which serves as the core and soul of the Constitution. It explicitly declares full equality of all in the eyes of the law and in the benefits of liberty and freedom along with the subsequent social and economic progress the new era will bring. It puts emphasis on the need to confer rights to the marginalised sectors of the society.

LITERATURE REVIEW

Republic Act 7277 of 1992 also known as the Magna Carta for Disabled Persons is the chief policy statute for Filipinos with Disabilities. It incorporated the earlier *Batas Pambansa* 344 of 1983 or the Accessibility Law through a provision which gave fair and equal rights and opportunities of disabled person to participate "fully" in the social life to the development of the society [1]. In 2006, Republic Act 9442 or the Magna Carta for Persons with Disabilities, amended RA 7277, by adding social and economic provisions.

Moreover, the 1987 Philippine Constitution categorically states that all international treaties, agreements and understandings entered into by government, its agents and legal entities become binding as parts

of the Laws of the Land. Significantly, the Constitution also explicitly recognises the sector of persons with disabilities. It asserts five provisions that unequivocally refer to Filipinos with disabilities.

1. Section 13 of Article 13 which primarily mandates the creation of specific agency and policies for the sector. Bill of Rights, being the heart and soul of the constitution, also acknowledges that all human rights instruments ratified by the country benefit Filipinos with disabilities. It is understood that unless a clearly expressed limitation is stated, all rights in the Constitution apply to everyone, including Filipinos with disabilities.
2. The Constitutional provisions forbidding discrimination on the bases of belief, gender, physical conditions and others apply to persons with disabilities;
3. Sections 1 and 2 of Article 13 state that "The Congress shall give highest priority to the enactment of measures that protect and enhance the right of all the people to human dignity, reduce social, economic, and political inequalities, and remove cultural inequities by equitably diffusing wealth and political power for the common good. To this end, the State shall regulate the acquisition, ownership, use, and disposition of property and its increments; and
4. The promotion of social justice shall include the commitment to create economic opportunities based on freedom of initiative and self-reliance. These provisions for persons with disabilities are looked at as allowances for affirmative discrimination aimed to level the playing fields for the sector.

As a collaborative partner in the implementation of the provisions of the laws, the Commission on Human Rights (CHR), the country's national human rights institution, upholds its mandates to promote and protect human rights of all persons, including persons with disabilities. As expressed in the constitution, the CHR should uphold the equalisation of economic, political and social opportunities with special emphasis on the duty of the State to tilt the balance of social forces by favouring the disadvantaged in life such as the Persons with Disabilities (PWDs). The

PWDs include those who have long-term physical, mental, intellectual or sensory impairments which in interacting with various barriers may hinder their full and effective participation in society on an equal basis with others [2]. This categorisation embraces no age limit, race, and sex.

The Magna Carta for Persons with Disabilities

The main legislations concerning persons with disabilities in the Philippines are the Republic Act 7277 or the Magna Carta for Disabled Persons and its amended version, RA 9442 or the Magna Carta for the Person with Disability. The former which was ratified in 1992 provides a definitive legislation that addresses disability concerns in the country. It contains specific provisions and policies to ensure that PWDs are provided equal opportunities and participation. The legislative measure identifies and provides for the rights of persons with disabilities in terms of employment, education, health, auxiliary social services, access to telecommunications, and enjoyment of political and civil rights. Moreover, it ensures the protection of their rights through the prohibition of discrimination against them. On the other hand, RA 9442 of 2006, amends the former act and mandates more privileges for the persons with disabilities like the 20% discount on purchase of medicine and daily essentials including transportations and recreational services. Areas like the education, rehabilitation, health, employment, civil and political rights, reasonable accommodation, anti-discrimination, anti-poverty, accessibility, transportation, telecommunications and information communication technology (ICT), social security, economic independence and international cooperation are well addressed in various legal documents and policy statements. The Magna Carta for PWD aims to fully integrate differently-abled persons into the mainstream Philippine society. The term used in the new law referring to the different-abled has been replaced with "Persons with Disability" instead of "disabled person" as a progressive approach in treating the individuals, consistent with the purpose of the law to empower them in all facets.

The law categorically defines PWDs as those suffering from restriction of different abilities, as a result of a mental, physical or sensory impairment, with emphasis to the limitation to perform an activity in the manner or

within the range considered normal for a human being [3]. This definite sets the delineation among those conditions that may fall on the similar category which the law does not embrace. In effect, the Department of Social Welfare and Development (DSWD) and the National Commission on Disability Affairs (NCDA) are the lead agencies tasked to implement programmes and activities to address the needs of PWDs.

PLM: An All-Encompassing Educational Institution

PLM has adopted the policy of preferential option for the poor and therefore has prioritised education for the underprivileged but talented students of Manila. Committed to the highest intellectual and ethical standards, PLM strives to produce competent graduates with integrity who will be responsible citizens who can contribute effectively to local, national and global initiatives for the progressive and sustainable development of humanity [4].

Its preferential option for the poor is one of its flagship distinctions being one of the few universities in the metropolis if not the only one in the country to offer a tuition-free quality education to its students. This academic year 2016-2017, PLM caters to a total of 9623 students (for the first semester). Of this population, 84 students are identified to have disabilities. As an all-encompassing academic institution to the poor yet deserving students of the City of Manila, it is open to addressing various concerns of the so-called minority sector, while it continuously addresses the services to be accorded to the students as mandated by the vision and mission of the University, and the Philippines' Commission on Higher Education (CHED) through Memorandum Order no. 9, s. 2013, which prescribes the enhanced policies and guidelines for student affairs and services for higher education institutions, such as those related to the services for students with special needs and persons with disabilities [5]. The PLM Education, with a goal to constantly improve the quality of education to its students through the efforts of its administrators, academic and administrative personnel, is a landscape of an all-encompassing educational institution.

Enabling the Students with Disabilities

People with disabilities are often negatively stereotyped and marginalised by the rest of society. They are isolated and often made to feel that their participation in activities or public life is not welcome. People with disabilities often suffer from a lack of awareness of their rights and appropriate procedures to demand justice when their rights have been violated. They may not be aware of the options or entitlements available to them and they may not understand or may not be able to make a decision even when their rights are explained to them.

METHODOLOGY

In the conduct of the study, a sample survey was administered among nine students with disabilities representing the nine undergraduate colleges of the University. The survey form that was utilised was developed by the National Council for Disability Affairs (NCDA). Permission was sought from the NCDA on the use of the instrument for this study. Confidentiality of the respondents' identity was also upheld in conformity with the International Guidelines for Research Ethics Review. Along with the conduct of a survey, a face-to-face interview with the respondents was done to substantiate the data gathered from the survey particularly the niceties of the input from the responses in the survey items. The respondents of the study, who are students with disabilities, have been deliberately chosen to assess such awareness towards improving the status of the group they represent in the University. Important in the conduct of the study is the extraction of essential input from the respondents such as those data from the survey and interviews.

RESULTS AND DISCUSSION

The survey and interviews conducted for the study yielded to a counterproductive response of improving student services at PLM for students with disabilities. A unanimous response was obtained from the respondents on the inclusive approach of PLM to education. However, the services it offers to the students with disabilities as shown in the tables below reflect insufficiency in terms of the corresponding aspects.

Table 1 On Campus Physical Accessibility

Campus Physical Accessibility	Frequency of Responses
Ramp	9
Washroom and Toilet	7
Phone Booth	0
Lift	0
Elevator	9
Accessible entrances, corridors, lobbies	0
Stairs	9

It can be deduced from the results of the responses as shown in Table 1 that all respondents are aware of the availability of ramps, elevator and stairs within the campus for students with disabilities. Majority are aware of the presence of a toilet for the same. However, none of the respondents responded on the availability of phone booth, lift, accessible entrances, corridors and lobbies.

Table 2 On Availability of Entrance/Classroom Exam/Testing, Lecture/ Classroom Accommodation

Availability of Entrance/Classroom Exam/Testing, Lecture/Classroom Accommodation	Frequency of Responses
Extended time to complete exam	0
Readers for Exam	0
Tape recorder/recording of lectures	0
Note-taker	0
Preferential Seating	9
Room changes to accessible room (if class is scheduled in an inaccessible room)	0
Sign Language interpreter	0

Table 2 shows the services students with disabilities are to be provided. Only preferential seating which obtained a unanimous positive response, is identified to be available to the students with disabilities in PLM. The responses in the interview pertinent to the above services, reflect that the respondents are not aware of the above entitlements, therefore are not asserted or availed. In the face-to-face interview with the respondents, input on interventions to improve the services to students with disabilities are identified. Consequently, this study proposes interventions in its aim to further improve education at PLM, which may also serve as a benchmark tool to other universities who cater to students with disabilities to integrate the inclusive education.

SUMMARY

"Full human development … is the optimal development of all that is human in all humans, the bringing to full flower of the native genius of each and of all." Persons with Disabilities are part of the Philippine society, thus the State shall give full support to the improvement of the total well-being of disabled persons and their interaction into the mainstream society. Toward this end, the State shall adopt policies in ensuring the rehabilitation, self-development and self-reliance of disabled persons. It shall develop their skills and potentials to enable them to compete favourably for available opportunities. Republic Act 7277 the Magna Carta for Disabled Persons of 1992 is the chief national policy document for persons with disabilities in the Philippines. It incorporates all of the essential provisions of earlier national laws. In order to include more provisions on the entitlements of the PWDs, the Magna Carta was significantly amended by Republic Act 9442 of 2006. In addition to significant discounts on transportation fares and purchases of medicines and other basic daily essentials, RA 9442 strictly prohibits and penalizes any act that has an effect of vilifying persons with disabilities.

This study which serves as an assessment-tool on PLM's compliance with the salient provisions of the law recommends the following:

1. Provision for campus physical accessibility such as additional washrooms, phone booths, accessible entrances, corridors, lobbies;

2. Provisions for extended time to complete exam, readers for exam (if necessary);
3. Provisions for recording of lectures, note-taker, room changes to accessible room;
4. Capacity building support on disability-related issues and concerns in partnership with the NCDA and other advocacy groups such as but not limited to:
    - Orientation on Disability
    - Technical Assistance on Technology
    - Sensitivity Training on Disability
    - Provision of Disability Section on University Library
    - Handling Students with Visual Impairments
5. Creation of Students with Disabilities Advocacy/Support Group composed of students and employees, responsible for lobbying rights and entitlements of students with disabilities, and for spearheading projects and programmes addressing the concerns of students with disabilities.

A more complex recommendation of this study is the unyielding commitment of the institution and the other academic institutions to the requirements of the law. Only then, students with disabilities are ensured of their rights as persons with special needs and are also guaranteed respect as ultimately, human beings. It also removes barriers between and among people as the society is informed while empowering persons with disabilities by giving the same opportunities to study, to get jobs and to live in a society where disability is not a barrier.

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