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The journal accepts papers in the following areas:

- a) Education
- b) Business
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Editorial Policy

I. AUTHOR GUIDELINES

1. Organize the paper following these major headings and sequence:

a. Title of the Study

b. Author(s)' name(s) First name, middle initial, and family name with the email address written below, followed by the department, name of institutional affiliation

c. Abstract. It can be written in any of the two methods:

i.) Long method, consists of 200-250 words which includes the manuscript's topic, methods, and findings;

ii) Short method, composed of three (3) to five (5) sentences that focus on the research main thesis.

d. Keywords. There should be at least three (3) keywords to assist in indexing the paper and identifying qualified reviewers

e. Introduction. It is the rationale behind the study, significance, limitation, setting, and other related literature and studies.

f. Theoretical Framework. This explains the theory where the research is anchored.

g. Methodology. This states the complete flow of the research emphasizing how the data were gathered as well as the methods of interpretation. Ethical consideration of the study should also be included to inform the readers of the precaution taken.

h. Body/Findings. This includes the discussion of the results of the study which depends on the type of research. Like, quantitative research should include all the necessary graphs and tables to further explain the result, while qualitative research should focus on the flows of arguments in supporting its claim.

i. Conclusions. It is the main thesis of the study which answers the questions posed at the beginning or in the introductory research.

j. Recommendations. Provide suggestions based on the findings as well as the limitations of the study.

k. References. This should follow the American Psychological Association (APA) format where the In-text citation should be (author, year).

2. Write the manuscript on the **Formatted Word Document** which will be sent by the Editor attached from these guidelines. Use Times New Roman with 11 font size.

3. The paper should have a minimum of eight (8) pages and a maximum of twenty pages (20). (Note: Extra consideration will be given to researchers with special needs).

4. Check your grammar using the application *Grammarly* or any similar application. Then submit your paper to a language expert in the University (URS) for further enhancement. Once the paper was already checked, secure a *Certificate of Consultation* with the experts' signature. (Reminder: Picture of the certificate should be attached to the submitted manuscript).

Note: Payment or any token to be given to the language expert should be shouldered by the researchers.

5. Submit your manuscript to the editor.

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6. Wait for the initial response and recommendation of the editor.

II. REVIEW PROCESS

The journal will follow the double-blind review process to ensure the impartiality and quality of the paper. The process will flow this way:

1. The manuscript will be sent to two expert reviewers. They will be asked to comment and write their valuable insights regarding the paper.
2. Final recommendation will be asked to the experts with the following considerations:
 - a) Publish without revision
 - b) Publish with minor revisions
 - c) Publish with major revisions
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3. Feedback from the experts will be relayed to the researchers.
4. Immediate publication will be granted to the papers which earned the approval of the two experts without revision, while papers that earned the approval of the two experts with minor revisions will be sent back to the researchers for compliance. Once complied, the paper will be published without giving back to the experts.
5. Papers which demand major revisions will be sent to the researchers and upon compliance will be given back to the experts. For papers that were reviewed but with the remark "not publishable" will be encouraged to submit to other journals or revisit the study for possible correction and publication in the future.
6. In case the two experts have different recommendations, the Editor-in-chief and the Associate Editors will have the power to decide for the benefit of the paper.

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From the Editor

The URSP Research Journal is the communication that the University is sending to the future. It is a communication to the future students, faculty, and other stakeholders that in spite of pandemic this academic institution has done its part to the production of knowledge and community development. It is a communication to the future researchers that research will flourish even in the most trying times in the history of humanity.

The future is the target of this research journal, that the research learning and discoveries of today will be used for the creation of the better future. That the failures and challenges written in this journal will serve as guide for the future educators, businessmen, and community leaders. That the recommendations inherent in these research papers will inspire the future scholars to look at its possibilities and opportunities.

Thus this journal is the vessel where the present meets the future. It is therefore a responsibility of every visionary and noble minds of today to contribute to this journal.

Be part of URSP Research Journal and be part of the future.

Jerwin M. Mahaguay
Editor-in-Chief

The Question of Ethics in Modern Technology

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Abstract: Technology is used without asking its many ethical implications. John Weckert says that humans are social mammals who need an environment to flourish. Man lives in two ecosystems – the natural environment and the social environment. For Weckert, human beings are technological creatures. Technology is developed at different levels to survive. But technology is not just an apparatus. It involves a complex social process in which human beings find themselves in with a sense of optimism. However, the reality of control and compliance is a matter of serious concern. This involves experiences inside the academe, the workplace, and the situation many women are subjected to. In the digital age, monitoring, surveillance, and the issue of privacy, remain a real problem. To survive in the digital age, Weckert believes that trust is crucial.

Keywords: *Ethics of technology; Trust; Monitoring and Surveillance; Gender; John Wecke*

Introduction

The concern with respect to monitoring and surveillance is serious insofar as it affects the work condition and human well-being. Miller and Weckert (2000, p.253) argue that “respecting the right to privacy of an individual is a fundamental moral obligation.” But the real issue is the reality of power-relation. When an employer possesses the capacity to monitor the employee’s emails, daily online activities, including one’s behavior in the workplace, then it can be said that the freedom of the latter is severely compromised. John Weckert believes that trust is critical in providing a sufficient philosophical account on the issue of privacy. Rogerson, Weckert & Simpson (2000), citing Gotterbam (1992), writes that “*professionals must be aware of their professional responsibilities, have available methods for resolving non-technical ethics questions and*

develop proactive skills to reduce the likelihood of ethical problems occurring.”

The workplace involves a natural environment as well as a social environment. This paper explores a vital issue that concerns everyday life and human relationships – trust. It seeks to understand what is at stake while going into the implication of the issue of trust as an aspect of ethics in the workplace. Apparently, when it comes to the academe, the physical environment is not much of an issue. The infrastructure of a university is not the source of the problem. But the social environment is different. It can be a cause for stress and the diminution of self-worth since hierarchical positions determine the working relationship of people. Monitoring can exacerbate the tension and conflict inside the institution. The question of ethics in modern technology, in this regard, is crucial. Miller and Weckert (2000, p.261) note that “*far from having the effect of ensuring that people do not make mistakes, intrusive and ongoing monitoring and surveillance might have the effect of causing employees to underperform because they are never allowed to take responsibility for outcomes.”*

Methodology

This paper uses the interpretive method to determine the crucial insights that are relevant to the issue that is being discussed. These insights may be drawn from personal experiences and observations of the authors as juxtaposed with the literature being used in the paper as it seeks to answer a basic question regarding the question of ethics in modern technology.

Theoretical Framework

Online platforms have improved the delivery of instruction in the academe. Many have discovered the value of online sources. Access to knowledge is critical. The availability of the internet means that access to world class journals and important researches has become easier. This has a tremendous impact in the explosion of knowledge and the collaboration between local and global scholars. However, context and culture also are a factor. The toxic environment in academia often affects the personal and social well-being of academicians. The internet has not improved in any way, for instance, the reality of women being subordinated to men in patriarchal cultures. In the Philippines, the “crab mentality” of people within the institution and the issue of favoritism undermine the intellectual development of individuals.

For Weckert, trust is an important element when working in the midst of the advances of modern technology. Weckert (2000) argues that *“it is difficult to have a well-functioning and happy community or workplace without a high level of trust. It is also difficult to have a high level of self-respect without the trust of others, and lack of trust in others indicates lack of respect for others.”* Trust is about how we value people. Social media is a huge factor when it comes to this. Recently, a university in the Philippines has proposed to punish students or employees who pose negative criticisms against the school or its administration. The stress experienced by both students and teachers may have contributed

to the unhealthy exchanges in social media, but the punitive approach of the school is less than helpful. Miller and Weckert (2000, p.262) think:

Universities, typically, allow their staff completely unfettered Internet access. Does the university then have a right to know how its employees are using this access? In general, it would seem not. From a privacy perspective, there is no problem with restricting access to certain sites by the use of software. Monitoring sites visited, however, is not such an acceptable way of restricting access.

When it comes to universities, the complex and difficult dynamics between those in the administration and the general faculty may be considered as the root cause of a toxic social environment. The problem is that those in positions of authority or power feel that sense of hubris and for this reason, they often underestimate their subordinates. This is especially true in a developing country like the Philippines where a colonial mentality still influences the attitude of people. A sense of elitism might give a higher authority a sense of intellectual supremacy over another. In this case, technology becomes an instrument in terms of intruding into the privacy of co-workers who might feel a lack of self-worth due to the uncomfortable experiences they are subjected to like being observed during classes or monitored while teaching online. Moor and Weckert (2004, p.306) say that “privacy and control is a subject of major concern that will need immediate and ongoing attention.”

At the time of the pandemic, important issues have emerged. This includes online security and monitoring, as well as the impact of the internet in the lives of people. Typically, the storage of data and personal information is at the heart of the issue when it comes to a person’s right to privacy. But a more ominous situation exists considering the dominant position of powerful individuals in the workplace. Data need to be secured in order to protect the identity

of employees and to protect the same from fraud. However, what is often not mentioned is the fact that a fundamental wrong is present. The micromanagement of those working in the academe results to the violation of one's academic freedom. As professionals, teachers deserve the trust and respect of their employer. But the dominant attitude of some administrators and senior faculty members can result to the exclusion of people. This unhealthy situation affects the social environment of human beings that in the end can curtail their creativity, personal growth, and their sense of happiness.

Discussion

Subtle Technological Domination

During the time of the pandemic, meetings, classes and seminars have been held online. Technology has allowed the continued interactions of people in the workplace, especially in the academe, by using ICT (Information and Communications Technology). Schools have invested in enhancing their connectivity and data capacity, which is also indicative of how educational institutions might be preparing for the future. But given the circumstances of some students and faculty, frustration comes from a lack of connectivity. This problem can be addressed by giving enough provisions to students and teachers alike, like gadgets and internet subsidies. However, the real problem lies elsewhere. The attitude of people has not changed, and as such, this results to tremendous pressure on the lives of individuals who are affected by stress.

As a way of contextualizing the work of Weckert on the ethics of technology, it can be argued that domination and other structural issues wrongly define the relationship among school authorities, teachers and students. Following the thought of Michel Foucault (1994), the same can be said to define what social and mental institutions are in terms of the use of rules and other mechanisms to discipline people. People do not trust each other because of the superficial culture that characterizes the interactions

of stakeholders in the institution. Some administrators hide under the veil of their authority and power. This results to the apparent alienation of marginal stakeholders who have no means to express themselves. In this case, precluding their ability to put their sentiments online is not only violative of their freedom of expression. It also contributes to the lack of trust within the institution. The right to self-expression is a fundamental human right. To preclude it is to undermine democracy in the workplace and society in general.

Why monitor employees? Miller and Weckert (2000, p.257) point out that *"it is often defended by employers, who argue that it is in the interests of all. Employees who are not performing well are weeded out. Those doing their job well can be rewarded on objective criteria."* Now, this is precisely where the problem lies. The point is that this type of mind-set results to intrusion and disrespect. Teachers are hired as professionals. There are specific qualifications and they also undergo strict vetting procedures before getting accepted. In this sense, the overlying idea is that the institution is supposed to trust this person on the basis of his or her academic merit and accomplishments.

On the part of students, the problem is that they are forced to study on their own using modules. But modules themselves do not teach. The teacher has to guide the student in order to learn. Learning is a process that requires paying attention to the development of the individual. The emphasis on self-learning is untenable because every student has a specific trait and not everyone possesses the same academic aptitude. In this way, it is worrisome at best that every child is expected to perform at a prescribed minimum level. To address this issue, institutions must determine who sets the criteria. There is no need to emphasize the fact that since the teacher is the one who makes the academic evaluation of students, the latter can feel the pressure. People must understand that even the Socratic method of questioning is undemocratic. Since the teacher is at the center of it,

the process can be intimidating for students. As such, this will hurt the growth of young people.

Technology would not be in the right direction if the unethical behavior of some persists. Online surveillance can be used to single out innocent people. In a way, the same panoptic device diminishes the value of work and shows a disrespect for the freedom of employees. While ICT helps in advancing education given the challenges from the pandemic, the problem is that uneven structures in the workplace and society in general have not been changed. The optimism we have with regard to the use of technology is overstated, Weckert thinks. The desired ends of education have not been achieved, to say the very least. The reason is simple. While the digital apparatus is innocent, the ways and means in the conduct of activities have remained centered on the demands of the curriculum and makes the welfare of the learner secondary. In the end, we are not really educating our children. We are simply reinforcing the latent force of elitism in society.

Technology and the Role of Women

Technology has certainly changed the way things are done, but only to a certain extent. When a failure in a routine occurs, oftentimes, technology becomes the scapegoat for the lapses of its user. Low bandwidth and outdated equipment take the blame for employees missing work deadlines or submitting mediocre output. While it takes responsibility off the person, it poses the problem of trust between the employee and the employer. For most women, this is not always the case. Their work superiors tend to reinforce the gender stereotype that women are typically less productive at work because of their commitment to their home and other family responsibilities. In this way, the career choice of a woman is subjected to socio-economic pressure, including the judgment of society.

There is also the issue of gender digital divide that highlights women's lack of access to technology

despite mobile phones and Internet connection becoming increasingly accessible today. Picot and Spath (2020) write that "*several studies on the role of women in the future of work have indicated that digital disruptions in the workplace will cast women aside.*" This reality motivated more women to equip themselves with upgraded technical skills, so that they can adapt to the new pace set by the digital age. Apparently, we disagree with the position of a local scholar that "too much talk is useless" (Joaquin 2016). Inclusion requires not only the practice of being open to the opinion of others, but also accepting pluralism in theorizing. Empowering women includes the recognition of the history and context of oppression in society.

When it comes to the social environment, what is unchanged during the time of the pandemic is the management's need to monitor the work behavior of their subordinates. Even with limited social interaction, workers still feel the specter of their employers hovering in their workspace because of the phenomenon called the Global Village, a term coined by Marshall McLuhan (1964). Modern innovations in technology, especially in ICT, make everything in the world interconnected. With the transition to an online platform, the working arrangement is meant to become more flexible. But the reality is that women have to deal with a host of issues that cannot be addressed by ICT. The problem is cultural. Weckert's body of work in the ethics of technology certainly would welcome the gender equality perspective.

While the way women are treated at work remains an issue, there is observable progress in this area. Mainstreaming gender equality has been institutionalized by means of law and policy. However, subordination is still apparent in the workplace and gender roles are determined by a patriarchy. Still, a host of issues need to be settled. Rights cannot be procured. They are inherent and as such, respect comes as some form of a moral demand. For example, women on maternity leave are driven to participate in work-related discussions online for fear of risking their chances to be promoted in the future.

Such is a clear manifestation of a lack of equality in the workplace. Despite maternity leave policies that protect their rights, women are still subjected to monitoring due to advances in ICT.

Modern Technology and Ethics

There is a bigger issue that Weckert seeks to address in his work. For instance, he asks, “should decisions be left to computers?” Development in Artificial Intelligence (AI) has a repercussion in the design of society. Social engineering at some stage means that somebody has to make a decision in terms of the important aspects of human life, including transport systems, communication systems, and industrial systems. Artificial Intelligence today determines the behavior of people online in the various facets of life. The technological reality is that AI influences the value choices of individuals. As machines and computers become smarter, people’s control of their everyday life becomes less and less significant.

Supercomputers push the limits of human intelligence. Robots now do the job in complex factories. New technology means innovation that changes the way we look at things. Progress is less and less ethical in the sense that what is given focus is the efficiency of technology. Weckert thinks that technology has helped human beings survive. Doing things have now become quicker. Technology in this respect is deterministic. The tool is a driver of values. In this way, consumption is driven by technological advances. Since capitalism controls the behavior of consumers, it influences the lifestyle of people. Miller and Weckert (2000, p.263) express the danger with monitoring: *“Suppose now that the university monitors lectures, not by having staff attend, but rather by secretly installing cameras and microphones. The analogy here is closer, but the monitoring does not seem so benign.”*

Understandably, the idea of efficiency also impacts our educational systems. Students are expected to be productive. They become, in this

regard, agents of globalization. Western values and culture permeate the sense of the good of students. This observation is simply consistent with Herbert Marcuse’s (1964) critique against industrial society. Modern man has become subservient to instruments. The internet controls young people and defines the life they so desire (Maboloc 2017). Young people manage their lives around their computers, mobile phones, or social media. Thus, the ethical aspect of human existence is becoming irrelevant when it comes to decision-making processes. Man is under the sway of technological progress. Consider, for example, the possibility of nanotechnology infringing on the privacy of people in which Moor and Weckert (2004, p.306) say:

Now imagine that in our world of shrinking privacy we add nanotechnology. We will construct nanoscale information gathering systems. It will become extremely easy to put a nanoscale transmitter in a room or onto someone’s clothing so that he or she will have no idea the device is present or that he or she is being monitored and tracked. Nanotechnology will make it easier for us to wear cameras invisible to others that can keep detailed movies of what transpires. It will make it easier to tap phone lines in ways that are virtually undetectable. It may become depressingly difficult to keep any secrets or live a life at a reasonable level of solitude.

Richard Feynman first expressed the possibility of super-small computers. Eric Drexler (1986) has enumerated many of these things that act as molecular assemblers that will try to fix what is wrong inside the human body. This form of a technological fix will hopefully make possible those types of operations meant to correct anomalies at a level that only tiny machines may be able to manipulate. But even with this optimism, problems still persist given the technological gap between affluent and poor countries, which means that such cutting-edge science can only be available to wealthy people.

(Maboloc 2021) This can severely impact the disparity in human well-being.

Use of Technology during the Pandemic

The Covid-19 pandemic has caused an unprecedented impact in the lives of the people globally. To manage the population, the Philippine Government imposed lockdowns since March 12, 2020, alternating between what it calls an Enhanced Community Quarantine (ECQ) and General Community Quarantine (GCQ). To nuance the imposed lockdowns, a modified classification is given. But the enforcement of lockdowns has been questioned on the basis of the principle of autonomy. The argument of critics is that lockdowns prevent the movement of people and so it curtails their freedom. The only way out, in terms of the psychological impact of the lockdowns, are access to online or virtual technologies for people to continue to connect with each other.

The implications during lockdowns include the fact that the majority of the population will not be able to go to work and schools have to resort to online modular learning. The internet, in this regard, has become indispensable. At the start of the pandemic, people were given food rations and medicine passes during ECQs which means that they can only go out on alternate days. But lockdowns cause stress. For this reason, the internet cannot be seen as the solution to the problems of people who feel imprisoned inside their homes. In addition, risks have persisted. Precaution is necessary since exposure to online technology means the possibility of being abused online aside from the potential risks from hacking, phishing, or violations of the right to privacy.

Nevertheless, the value of online technology is apparent. It matters, though, to look into the effects of lockdowns. What is the impact of these lockdowns to the economy? Employment wise, the policy of the government that prescribes restaurants, airports, seaports, public transport, sports venues, among others to operate only at 25% of capacity meant

closures of businesses and thus, the loss of income on workers and industries. Due to the above situation, the Philippines has an economic contraction of 9.5% in 2020, the highest among members of the Association of Southeast Asian Nations. As a result of the lockdowns, millions of Filipinos have suffered. One of the mitigating factors, in terms of the effects of the pandemic, is the use of online systems and technology in the area of education, commerce, health care, and entertainment, to name a few. It cannot be the real solution to the problem, however. Although people might insist on their freedom of mobility, the strict enforcement of rules and protocols of the government is based on the idea of protecting oneself, one's family and the community as a whole, is to the best interest of the public.

The question of the good life has a transdisciplinary aspect which means that modern technology must be ethical to be able to truly respond to human need. (Maboloc 2021) Weckert's body of work warns us that progress cannot proceed in the ideal sense without ethics. The rights of women, for instance, should be respected. The radical prognosis when it comes to modern technology is two-way: positively, technology has helped in advancing human progress and survival both in his natural and social environment and negatively, the dangers remain if trust is disregarded as people move into more advanced types of interactions that are propelled by technological innovation. But online technology is crucial. Without it, there would not have been a way to overcome the effects of the pandemic. But there are limits. Ethics, in this way, is operative. Without it, technology can be abused. In the end, in the use of modern technology, the pursuit of the good life must characterize its ultimate goal.

Conclusion:

This paper pursues the question of ethics in the workplace. However, it has also shown the tremendous impact of the transition to the digital environment when it comes to the issue of trust. The idea of monitoring and surveillance have a huge

implication as regard to the nature and character of the working environment. The paper emphasizes the importance of understanding the effects of a toxic relationship that comes as a result of the lack of trust. Institutions should cease to be a panoptic device that controls people. The freedom of people must be respected since it is only by means of such that a healthy social environment can be created in the workplace. The same observation should be considered when it comes to society in general.

Modern technology has a big influence in our everyday life. It should therefore be used as a tool to improve the human condition. Artificial intelligence is a good development but what we must not forget is the value of people and the relationships that we create in the workplace. Any tool for that matter only has an instrumental value. The human aspect of work, the importance of trust and respect for the freedom of others, will always be crucial in how we create that social and cultural environment that leads to the good life. In this respect, trust implies that we value human beings, their judgments, and the common interests that we have in terms of realizing the good of society.

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Attitudinal Readiness of Grade 7 Teachers and Learners Towards Online Distance Learning During COVID-19 Pandemic

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Abstract: This research sought to examine teachers and learners attitudinal readiness toward online distance learning system during the ongoing COVID-19 pandemic. Due to the outbreak of COVID-19, it forced the shutdown of educational institutions, which adversely affected learners' community. Since it is contagious nature, COVID-19 demanded containment and enforced isolation that tremendously affected personal interaction of teachers and learners. Hence, online distance learning has emerged as closest substitute for off-line teaching. It is then empirical to examine teachers and learners' attitudinal readiness towards online distance learning.

Keywords: *Online Distance Learning, COVID-19 Pandemic, Attitudinal Readiness, SLM*

Introduction

Novel coronavirus disease (COVID-19) is an infectious disease caused by a new coronavirus discovered in December 2019 (WHO, 2020). The sudden outbreak of COVID-19 was declared to be a public health emergency of international concern by the World Health Organization (WHO), due to the unexpected and alarming continuous rising numbers of confirmed cases worldwide (WHO, 2020) thus, has become a global health crisis. As of October 6, 2020, almost 36 million people have been infected and over one million have died. Along with the rest of the world's countries, Philippines was affected by this outbreak, which translates into almost 325,000 infected and 6,000 deaths (Worldometer, 2020). To curb the spread of COVID-19, most governments have opted to employ quarantine protocols and temporarily shut down their educational institutions. As a consequence, more than a billion learners have been affected worldwide. Among this number are over 28 million Filipino learners across academic levels who have to stay at home and comply with the Philippine government's quarantine measures (UNESCO, 2020).

As the Philippine's Department of Education (DepEd) Secretary, Leonor Briones quipped, "Education must continue even in times of crisis whether it may be a calamity, disaster, emergency, quarantine, or even war" (Department of Education, 2020). To respond to the needs of learners, especially of the 27.7 million, students enrolled for school year 2021 which covers both public and private schools (Reference: Education/Philippine Statistics Authority, 26 Oct 2020) our country implemented proactive policies for the continuance of education despite the

closure. These policies include modified forms of online learning that aim to facilitate student learning activities. Online learning might be in terms of synchronous, real-time lectures and time-based outcomes assessments, or asynchronous, delayed-time activities, like pre-recorded video lectures and time-independent assessments. (PSA, 2020).

The integration of self-learning modules (SLMs) with the alternative learning delivery modalities (modular, television-based, radio-based instruction, blended, and online) will help the DepEd ensure that all learners have access to quality basic education for SY 2020-2021 since face-to-face classes are still prohibited due to the public health situation. The SLMs and other alternative learning delivery modalities are in place to address the needs, situations, and resources of each and every learner and will cover all the bases in ensuring that basic education will be accessible amid the present crisis posed by COVID-19," DepEd Secretary Leonor Briones said. SLMs are delivered in printed format to schools that are located in coastal areas, far-flung provinces, and communities with limited to no access to the internet or electricity. For households with gadgets and devices, the Department has announced that SLMs can also be accessed online or offline (DepEd, 2020). The DepEd released DepEd Order No. 7 s. 2020 titled, "School Calendar and Activities for School Year 2020-2021." It contains enclosures, one of which is the printable Learner Enrolment and Survey Form (English and Filipino) and with School Consolidation for School Year 2020-2021 in light of the COVID-19 pandemic.

Based on the result of survey gathered from LESF conducted by Mahabang Parang National High

School, more than half of the total population of parents who answered the survey form preferred online distance learning. As a response to the survey, MPNHS has resorted to online distance learning, which combines both synchronous and asynchronous activities. For students who cannot participate in online learning, they utilize the SLMs.

The reasons of this acceptability of using online distance learning are the ease of use, learning flexibility and controllable environment. However, despite its multiple advantages, there are quite a few limitations of online distance learning such as social isolation, face-to-face interaction between teacher and student, connectivity issues, etc. Remote learning has never been adapted and accepted as real learning or the formal mode of education before this pandemic that compelled the world to electronic learning solution. Now, at the hour of pandemic crisis, most of the educational institutions are exploring and approaching towards online distance learning to make it easy for students to work out at new normal. Also, various e-teaching software are being explored by teachers or educators to bring maximum possible ease to their students. As a matter of fact, with this e-learning wave development, teachers as well as students are in the process of adapting this new teaching and learning methodology. At this prevailing situation of virtual teaching and setting of new normal of teaching-learning methodology, it becomes more important to get to know the opinion of teachers and learners and to explore their inclination towards online distance learning.

The shift to emergency remote teaching during the lockdown imposed during the pandemic has a global impact on educational system as well as on the psychological health of students and faculty members (Readiness Towards Emergency Shifting to Remote Learning During COVID – 19 Pandemic Among University Instructors (Reference journal) Samiah Alqabbani, et al., 2020 ; Ahmady et al., 2020; Odriozola-González et al., 2020; Sahu, 2020 (online sources) Against such a backdrop, this study aims to examine the attitudinal readiness of teachers and learners towards online distance learning during COVID-19 lockdown period.

COVID-19 is the greatest challenge that educational systems have ever coped with (Daniel, 2020). Many governments required from educational institutions to switch, almost overnight, to online teaching and distance education. Recent figures (UNESCO 2020b) suggest that country-wide school closings have been incited in more than 191 countries

worldwide, as a result of the COVID-19 crisis. These decisions affected 91.3% of student population, enrolling almost 1.5 billion of students worldwide (Drane et al., 2020). As many countries have switched to online education, UNESCO (2020b) developed 10 key recommendations to ensure that learning remains undisturbed during the COVID-19 crisis.

In the recent time, the research on exploring students' perception and their expectation from e-learning has been on surge (Biswas, 2020). National Center for Education Statistics has reported the growing requirement of e-learning due to its increasing acceptance recently. Several studies indicate that most of the students enrolled in online courses are satisfied with the mode of learning. However, studies also reveal that perceptions of learners are affected by a host of factors (Mandal, 2019). Factors such as age, gender, prior knowledge of computer literacy and learning styles of individual are the vital predictors of technology acceptance by students. There exists ample literature which discusses the theories of "technology acceptance" to study students' perception of (Salloum, 2020). learning.

Relevant literature is consulted to find the possible answers particularly in the area of users' perception towards innovation. "Theory of diffusion of innovations" (Rogers, 2019) is so far is one of the most relevant theories used for the study of technology adoption in higher education. Roger has defined users' perception of innovation immensely affects its adoption by them. The perception of relative advantage, the degree to which the innovation is perceived as better one than the compared product, compatibility, consistency with current value set up, past behavior and experience of innovation recipients, the extent of complexities associated in understanding and making use of innovation. As per "Technology Acceptance Model," two most important determining factors for technology acceptance are perceived usefulness and perceived ease of use (Bentler, 2020). The study investigated the relationships among course structure/organization, learner interaction, student engagement, and instructor presence on student satisfaction and perceived learning in the online learning environments. This study indicated a significant relationship between course structure and perceived student learning. Furthermore, the data indicated that student interaction does not have a statistically significant impact on student satisfaction yet instructor presence does have a statistically significant impact on perceived student learning. The data, however, indicated that learner interaction does significantly impact perceived student learning. The data also indicated that instructor presence does

influence student satisfaction. The mediated variable, student engagement, partially mediated the impact that instructor presence has on student satisfaction. Furthermore, student engagement fully mediated the impact of both instructor presence and learner interaction on perceived student learning (Gray, 2016).

Online learning is still new, and it is continuously evolving by the rapidly changing technologies. More efforts are required by all online educators to integrate pedagogy with technologies in order to enhance student learning. In nutshell, online discourse as a communication activity could be very beneficial in current online learning environment to the students or learners, by providing a space for information exchange and to generate deeper thinking, but only if educators understand how it would work and how students learn in the online environment (Zhu,2018). This survey-based research study examined the perception of students on various engagement strategies used in online courses. Learner-to-instructor engagement strategies seemed to be most valued among the three categories of student engagement. Icebreaker/introduction discussions and working collaboratively by using online communication tools were rated the most beneficial engagement strategies in the learner-to-learner category, whereas sending regular announcements or email reminders and providing grading rubrics for all assignments were rated most beneficial in learner-to-instructor category. Thus, we can conclude that student engagement increases student satisfaction, enhances student motivation to learn, reduces the sense of isolation, and improves student performance in the online learning environment. The results of the study have implications for online instructors, instructional designers, and administrators who wish to enhance engagement in the online courses (Martin,2018). This research study was conducted to investigate the perception of academic stress experienced by students during current online education and coping strategies using emotional intelligence adopted by them. The findings of the study indicated that significant differences were observed between the fear of academic failure and online and home environment among male and female students. Many of them have started diverting themselves to various creative activities and taking up online courses that are helping them to learn new technical skills. Thus, by using emotional intelligence and distancing from boredom and depressive thoughts, students were trying to cope with negative effects arising from the current pandemic situation in this new environment of online education (Chandra,2020).

Theoretical Framework

This research was anchored on the study of Khan et al. (2021) in Students' Perception towards E-Learning during COVID – 19 Pandemic, where he stated, "the educational system across the world has immensely been affected due to outbreak of COVID-19; it forced the shutdown of educational institutions, which adversely affected student fraternity across the globe. Due to its contagious nature, COVID-19 demanded containment and enforced isolation that tremendously affected personal interaction of teachers and students. In the absence of traditional classroom teaching and one-to-one interaction, computer-based learning has emerged as closest substitute for off-line teaching."

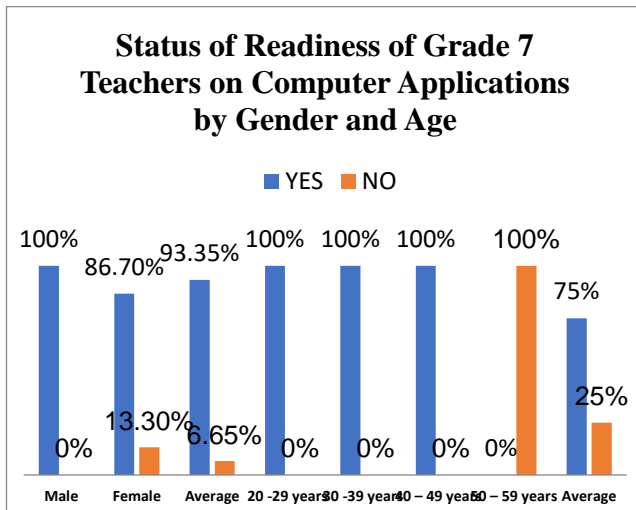
Methodology

The study was conducted during the first quarter of school year 2020-2021. A total of 27 Grade 7 teachers and 116 Grade 7 learners in Mahabang Parang National High School were the respondents of the study. The study used non-probability sampling technique specifically, purposive sampling. Survey questionnaires were developed. Questionnaires were used for the data collection. Administration of questionnaires was done after the validation of the experts. The questionnaires consisted of two sections: Section A collects personal information of teachers and learners while Section B gauges the attitudinal readiness of teachers and learners towards online distance learning. The respondents answered the questionnaire via Google form.

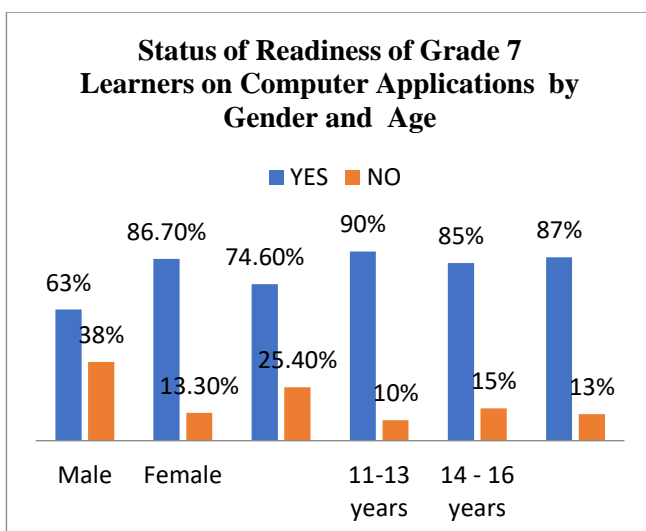
This study followed the strict ethical guidelines provided by DepEd Order No. 43, s. 2015 or Revised Guidelines for the Basic Education Research Fund (BERF). In order to ensure an ethical approach, participants were informed about the objective of the study and were required to provide consent prior to participating in the research project. The participants were advised of the purpose of the research, what is required in terms of completing the survey including the time commitment and the details around data protection and participant anonymity. The participants were notified that there would be no risks posed either physical or psychological and that they have the right to withdraw or exit the survey at any point prior to completing the survey. The participants were informed that the data are being obtained for research purposes and possible publication for academic purposes. It was further explained that the purpose of the data collection including demographic data, is for analysis at the group rather than the

individual level. No personal identifying information will be collected including the email addresses, as Google Form allowed a functionality to switch off email address collection. Thus, the respondents' right to privacy was maintained and confidentiality of their information was maintained throughout the process.

Body/Findings



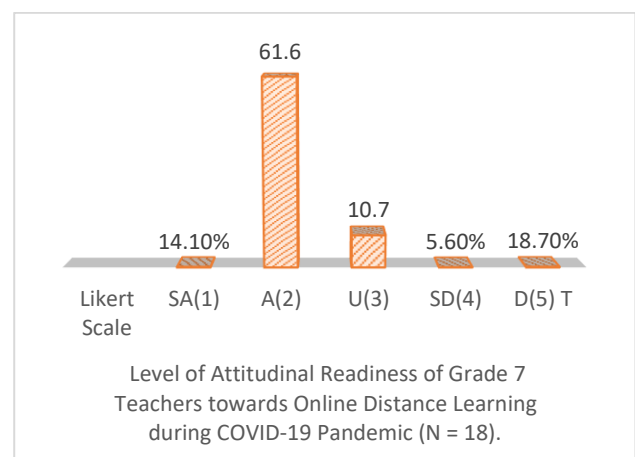
It can further be seen from the graph that 86.7% of the female respondents have knowledge on using computer applications while 100% from male respondents claim the same. Furthermore, 100% of respondents aged 20 – 49 have knowledge on using computer applications while 100% of the respondents aged 50 – 59 have no knowledge any of them. The high percentage rate on the status of using computer applications means that a great number of Grade 7 teachers are computer literate, possessed computer skills which make them more confident in using emerging technology.



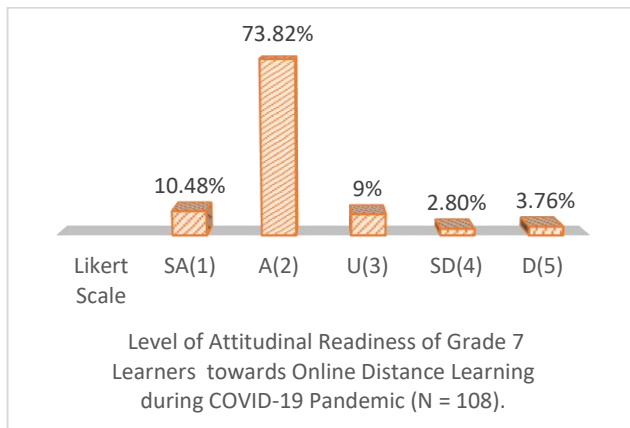
It can further be seen from the graph that 86.7% of the female respondents have knowledge on using computer applications whereas 62.5% of male respondents claim the same. Furthermore, 90.2% of respondents aged 11 -13 have knowledge on using computer applications as well as those respondents aged 14-16 with 84.6% answered the same. However, there is an average of 12.6% who show no knowledge on using computer applications.

The high percent rate on the status of using computer applications means that a great number of grade 7 teachers and learners are computer literate, possessed computer skills which make them feel more confident in using emerging technology. Hence, it is a manifestation that they are ready to accept challenges in using this various computer applications in the conduct of online distance learning especially during this time of pandemic. Although a small number of male and female teacher- and learner-respondents answered, “no” with regard to their status of readiness on the use of computer applications, it is also important to know the reasons for their response. In the questionnaire, the researchers should have included choices pertaining to the reasons why respondents answered, “no.”

Attitudinal Readiness. The study investigates the level of attitudinal readiness of teachers who are teaching online distance learning and learners who are enrolled to online distance learning. To measure the level of readiness of Grade 7 teachers and learners towards online distance learning during COVID – 19 Pandemic, questions listed in Table 3 were asked using a five-point Likert Scale ranging from “Strongly Disagree” to “Strongly Agree.” “Strongly Agree” and “Agree” are clubbed together to form one positive response of “Agree.” The same procedure is applied in case of “Strongly Disagree” and “Disagree” and they are combined to get one response from the sample respondents which is “Disagree.” “Undecided” was left as it is. The results are shown in Tables 1 and 2.



The respondents have indicated their attitudinal readiness towards online distance learning and their own capability to make use of e-learning platform. The graph shows that 61.6% of respondents agreed that they like the idea of online distance learning whereas 14.1% strongly agree. Additionally, 18.7% of the respondents disagree while 5.6% strongly disagree. On the other hand, 10.7% of the teacher-respondents were undecided. Thus, most of the teachers were ready, comfortable and confident with the use of online distance learning resources.



The respondents have indicated their attitudinal readiness towards online distance learning and their own capability to make use of e-learning platform. The graph shows that 73.82% of respondents agreed that they like the idea of online distance learning whereas 10.48% strongly agree. Additionally, 3.76% of the respondents disagree while 2.8% strongly disagree. On the other hand, 9% of the respondents were undecided. Thus, most of the learners were ready, comfortable and confident with the use of online distance learning.

Conclusions

The main finding of this study is that online distance learning was perceived to be useful. This usefulness includes students being able to study from their homes without necessarily relocating. This ability to study from anywhere becomes an advantage online distance learning provides over face-to-face learning because this is not possible in traditional face-to-face learning. This research further showed that students believe that when studying through online distance learning, there is the chance to experience substantially similar or an alternative means of being educated, as done in the physical classroom setting. For example, possibility to have live lectures via synchronous tools and being able to get immediate feedback to questions just as is done in the traditional classroom setting by the help of technological advancement. It is also

discovered in this research that online distance learning platform and tools are perceived to be easy to use. The study further concludes that students have very good ability to make use of the various tools and technologies that enable one to participate in online distance learning with ease. Without the technological knowledge it becomes a hindrance for the students to easily participate in online distance learning. This study, therefore, showed that most students have strong technological background that will enable them to easily make use of the online distance learning that can enhance their e-learning experience without much hindrance. Varied attitudes towards online distance learning have been displayed in this study. These includes students liking the idea of online distance learning and also considering it to be an innovative concept which needs to be encouraged and enhanced.

Recommendations

Since this research focused on examining the attitudinal readiness of Grade 7 teachers and learners only of Mahabang Parang National High School, therefore, it will not be appropriate to conclude, based on the research findings, that the perceptions and opinions expressed cover views of all the student body in the school. Furthermore, the findings of the study will facilitate educational institutions and policy makers to take this online-learning process to the next level in a better way. In order to further explore some of the findings of this study, the researchers suggest the following studies to be done: a. What are the perceptions of school heads towards online distance learning? b. What are the preparations of educational institutions to welcome expected shift from classroom learning to online distance learning? Necessary measures should be adapted to improve the quality of online distance learning to help with better learning of teachers and learners during the phase of Covid-19 pandemic. Thus, webinars and virtual trainings on utilization of various computer applications and online platforms during INSET and LAC sessions can be conducted to increase teachers and learners satisfactions in using online distance learning.

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The Laguna Copper-Plate Inscription: A Local Language-game Validation

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Abstract: Language is essential in human survivability hence the importance of evolution in its usage. As emphasized by Ludwig Wittgenstein, the meaning functions upon which the words are used. This article will examine some common Filipino words which have Sanskrit origin and although the words differ in letters but have the sameness of meanings. This is to attest to the viability of the Language-game of Wittgenstein that the words are recognized upon which the community of speakers properly integrate and express in their day-to-day usage. Specifically, I highlight the Laguna Copper-Plate Inscription (LCI) as the most valuable possibility of Language-game that exhibits a creation of new language usage in the community.

Keywords: *Language-game, Laguna Copper-Plate Inscription (LCI), Community, Old Tagalog, Old Javanese*

Introduction

This paper is an inquiry and validation of Ludwig Wittgenstein's important concept of Language-game. In the Philosophical Investigations (1958), he says that meaning is indeterminate; however, it can be learned by playing the relevant language-games. This method addresses this ambiguity via a reflective approach that engages others in understanding different examples, conventions, and modes of judgment. I highlight the local language acquisition of Sanskrit in this study. For him, to learn the meaning of an expression is to learn a linguistic system whose boundaries are not fixed and are always on the brink of change (PI 99).

LANGUAGE AND EXPRESSION

B.F. Skinner proposed the theory of language acquisition in utterances and responses is brought by environmental influence. The speaker's dispositions coordinated these so-called stimuli and responses. Moreover, the mental 'understanding' of others is trained to respond appropriately to the utterance of the receiver. The speaker necessarily controls the behavior of the observation and manipulates the physical environment. (Chomsky 1959, 1) The core of physical observation is brought by eliciting, discriminating, or reinforcing, and these help in the behavior for stimulus and response. To add a justification, for stimulus control a proper noun is given for example, "under the control of a specific person or thing" (the controlling stimulus), Chomsky considered Eisenhower and Moscow but was never stimulated by the corresponding objects. So, if the presence of the object is concrete, then there's a strong possibility in the stimulus control. According to Chomsky, Skinner

identifies the essential character of the problem of identification of a unit of verbal behavior, however, the satisfying answer is so "vague" and "subjective" that it does not give its explanation. To define, the unit of verbal behavior — the verbal operant — is a "class of responses of identifiable form functionally related to one or more controlling variables." As to what the Filipino community long ago used as lingua franca, it has become an essential part of community life.

Also, Chomsky highlights two general approaches to language acquisition. First, the empiricist structure of the purchase is of "peripheral processing mechanisms" an example of "quality space" like Quine, for him, there are analytical data-processing mechanisms or inductive principles, but a weaker "generalization" or "peripheral processing mechanism." This application of inductive analysis of experience can be viewed generally through the product of the nature of mind as empirical hypotheses. Moreover, second language acquisition is of the rationalist on mental processes. They hold that beyond the "peripheral processing mechanism," are innate ideas as well principles, that help determine the form of acquiring knowledge. According to Chomsky (1965, 48) stimulation is required for the activation of the innate mechanism to organize and restrict knowledge. Thus, for Chomsky, the form of language is too large for the schema of grammar since it will only be available upon appropriate experience, and once the language-forming is set, then it is fully operational. (1965, 51). Language is far superior to any human trait. It is natural born of the desire of speaking to humans. Now, Chomsky has far elaborated on the innate nature of language in desperate to defend it, and likely he says:

"To say that language is not innate is to say that there is no difference between my

granddaughter, a rock, and a rabbit. In other words, if you take a rock, a rabbit, and my granddaughter and put them in a community where people are talking English, they'll all learn English. If people believe that, then they believe that language is not innate. If they believe that there is a difference between my granddaughter, a rabbit, and a rock, then they believe that language is innate." (2000, 50)

The Universal Grammar hypothesis – the idea that human languages, is superficially diverse as they are, share some fundamental similarities, and that these are attributable to innate principles unique to language: that deep down, there is only one human language (Chomsky 1995, 131) To add, it is a system of principles, conditions, and rules that are elements or properties common to all human forms of languages. This is an example of many words which have the equivalent to Sanskrit today. There are four modes of language communication in the Upanishadic-Sanskrit as a form of language acquisition and usage: “para - mode of awareness/purport/import/taatparya - pasyanti –mode of verb or sense or mood/ artha - madhyama - mode of a sentence (vaakya) - and vaikhari –mode of utterance in sound form (speech)” (Ramabrahmam, 2012) this could be the form how the language develops into the community. The language acquisition in the community is a testament to evolution and language is uncoordinated related to “descent” and “similarities” from the “common ancestor.” Here is an example (Bisang, 35):

	Latin	Italian	Spanish	French	Rumanian
‘one’	<i>ūnus</i>	<i>uno</i>	<i>un</i>	<i>un</i> [ō]	<i>un</i>
‘two’	<i>duo</i>	<i>due</i>	<i>dos</i>	<i>deux</i> [dō]	<i>doi</i>
‘three’	<i>trēs</i>	<i>tre</i>	<i>tres</i>	<i>trois</i> [tRwa]	<i>trei</i>
‘fish’	<i>piscis</i>	<i>pesce</i>	<i>pez</i>	<i>poisson</i>	<i>pește</i>
‘heart’	<i>cor</i>	<i>cuore</i>	<i>corazón</i>	<i>cœur</i>	(<i>înimă</i>)
‘winter’	<i>hiberno-</i>	<i>inverno</i>	<i>invierno</i>	<i>hiver</i>	<i>iarnă</i>

(‘The Rumanian word for ‘heart’ comes from a different source: Lat. *anima* ‘soul’. Cases like this, where one or more related languages exhibit a non-cognate word, are not unusual – or unexpected – given the fact that vocabulary, too, is subject to change.)

When a community of people uses words as the basis of communication for a particular purpose, they are engaged in a language-game, according to Ludwig Wittgenstein. In the natural language, there is a presence of language-games. It meant that language is part of human activity or a form of life. For Wittgenstein, for example, he made mentioned the

functions of language. Giving orders and obeying them; reporting an event, forming, and testing a hypothesis, making up a story, play-acting, guessing riddles, singing catches, making a joke, and telling it, solving a problem in arithmetic, translating from one language to another, asking, thanking, cursing, greeting, praying, lying, etc. (PI 23) The method of language-games, is reflective of social interactions and learning which is necessary for clarifying and understanding the others in the presence of social ambiguity thus in any language situation just like the early society. Understanding of language is not achieved using the separation from others and thinking in isolation. It is made using reflective communication in the habits shared within a society.

The Laguna Copperplate Inscription has obvious strong Indian cultural influence by the Srivijaya, as earliest in the 7th century. Wittgenstein, on the other hand, appeals to something like an object of comparison and subsequently describes something else using remarks on similarities and differences from the sample (PI 130). Hence, Wittgenstein emphasizes the importance of understanding differences by comparing and contrasting various contexts in the use of language. Here are some of the Philippine languages that are similar to Sanskrit in nature (Dokras, 2021, 15-16):

<i>Tagalog</i>		<i>Sanskrit</i>
budhi	“conscience”	bodhi
Bathala	“bhattara”	Shiva
dalita	“one who suffers”	dharita
dukha	“poverty”	dukkha
guro	“teacher”	guru
sampalataya	“faith”	samprataya
mukha	“face”	mukha
laho	“eclipse”	rahu
<i>Kapampangan</i>		<i>Sanskrit</i>
kalma	“fate”	karma
damla	“divine law”	dharma
mantala	“magic formulas”	mantra
upaya	“power”	upaya
lupa	“face”	rupa
sabla	“every”	sarva
lawu	“eclipse”	rahu
Galura	“giant eagle”	garuda
laksina	“south”	Dakshin
<i>Cebuano</i>		<i>Sanskrit</i>
budaya	“culture”	bodhi, “virtue” and dhaya, “power”
balita	“news”	varta
diwata	“goddess”	devata

By this, so language-games calls for active participation and engagement. It shared some form of

life and a sense of community in cases where the locals are characterized by different experiences and their ways of life. Like in the Philippines where different languages and dialects are used, the idea is merely to create an expression that can share common engagement and will reflect the local style. While each community has defined the expression that is reflected from another source. Language maybe is not directly from the source of the example given. It may have passed from different communities in which the source has been localized to create new usage and meaning. These influences of languages as manifested create new familiarity which the community adopts in a well-defined usage. A reflective experience as it became the source of meaning. It may not be similar in words, but the sense corresponds to the present context. The form of life follows from the changing of words as it adopts a new situation. So, why do words change, but the meaning is implicit? Because the utterance is likely to differ from time to time and the community maybe participate well in its creation. This community used it for its unique purpose.

ORIGIN AND EARLY FORMS OF LIFE

The early settlers of the Philippines came from different directions; it was suggested at least 22,000 years according to the archaeologist, represented by the discovery of the skull cap of what has now known as the Tabon caves of Palawan. This was followed by Negritos (Aeta, Ati, Dumagat) some 25,000 to 30,000 years ago who came by "land bridges." Then by the group of Austronesians for some 7,000 years ago and also include groups from Indochina and South China by boats.

This is to acknowledge us Filipinos the existence of an ancient development of our ancestors. We possessed a culture of our own that is comparable to other civilizations.

The form of life is evident in the economic, social, and political structures. However, it manifests evidently in the language. They produced technology and culture that are reflected in their natural environment, climate, and geography. Hence, Filipinos were civilized before the coming of the western people.

The migration of the Austronesian in our archipelago, according to the experts, is more equipped with the alphabet that has directly an Indian influence. They used already the syllabary or alphabet for their communication.

The economic life of the Filipinos is dependent on agriculture, it is the source of their sustenance. They have rice, coconut, sugar cane, cotton, banana, hemp, orange, and other fruit-bearing trees. The kaingin

system was introduced and as well as the tillage system. By burning and tilling this would make an excellent agricultural land. Besides, the local fishing, mining, and shipbuilding make good industries for the early Filipinos.

The social life of ancient Filipinos was divided into social classes. The nobles are composed of the chiefs, and their royal family members, the freemen who are considered the middle class who enjoys ordinary life by simply following the way of life of the community, and the dependents the lowest social status. They were a product of generations of slaves. These early communities were considered *barangay* and the basic unity of the government. It has 30 to 100 families, led by the chief, they had tribute or *buwis*. The chieftain can exercise executive, legislative, and judicial power. By this, the chieftain is the overall leader of the community. Since he made the laws, execute the law, and decide important matters about his role with the help of the elders.

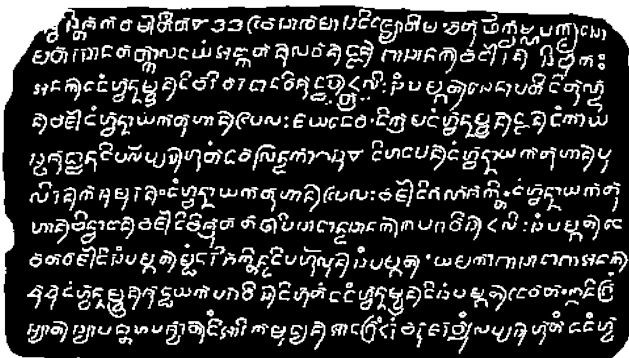
In the community, there was no formal school. However, education and the system of writing were crucial for the survival of the community. It was believed that were 16 different types of writing systems or "surat" in the Philippines before the Spanish colonialization. Mostly the writings were on the large leaves of plants and trees, and sometimes on barks of trees, bamboo tubes, and until the discovery of the Laguna Copper-Plate Inscriptions. The early literature of ancient Filipinos was classified into written and oral.

It is more interesting to note the historical relationships in the conservation of essential writing systems. Like the early oral traditions of the Tagalogs, they have the *sabi* (maxims), *bugtong* (riddles), *talindaw* (boat song), *tagumpay* (victory song), *uyayi* and *hele* (cradle song) *ihiman* (wedding song), *kumintang*, served as the form of life of the early Filipinos. On the other hand, in the written traditions; the Ifugao had the famous epics *Hudhud* and the *Alim*. For the epic of the Ilocanos, *Biag ni Lam-ang* (Life of Lam-ang), while the Bicolanos have the epic of *Handiong*. The Muslims produced epics: *Bantugan*, *Indarapata*, *Sulayman*, *Bidasari*, and *parang sabil*. These are a few famous Philippine literary histories. It reconstructs the form of life of which the Filipinos nevertheless have given primed to the literary idea.

This marks how the community survives as it expresses their thought or emotion. Any member of the community is a potential preserver and producer of literary development. For Wittgenstein, it is called the form of life, and it facilitated the transmission and even survival as it moved from one community to another or one generation to another. The transfer of traditions

like the language is a “form of life,” a literary agreement among the communities. They managed to interpret the importance of traditions by their way of living. It examined their literary transmission by constant practice and mastery. A literary interpretation has now come into an appreciation of the numerous traditions to designate the integration of common experience. Thus, the oral and written interpreter has the fundamental understanding to reproduce. By grasping its meaning, the transmission makes the expression complete.

The intention of the reproducer fulfills the intended meaning of the literary tradition. In general, it's the community as a reproducer and preserver of it. By retaining the original “sounds,” “basic conceptual,” and “visual.”



A Philippine Document from 900 A.D. (baybayin.com)
(last viewed on January 02, 2022)

The Laguna Copper-Plate Inscription (LCI) which was discovered in Lumbang River, Laguna, highlights the established pre-colonial text that is significant in the initial writing condition. Antoon Posma coined the term, and he declared that this inscription dated back to 822 or 900 A.D. This is one of a kind surviving inscription just mentioned by the experts of Paleography and Old Malayan. The content is about the acquittal of the person of a high office, together with the family, relatives, and descendants. Debt involves the amount of gold. This inscription is identified with the Kawi Script that was common in Indonesia about 750-925 A.D. and for about two hundred years period. This type of dedication is all spread in Southeast Asia and the entire Malayan archipelago, and basically, it has of Indian origin. The expression of the linguistic community.

Now, the language of LCI is almost technically Sanskrit and Old Javanese. However, its main language, according to Postma is Old Malay, which is closely related to Old Tagalog. Some words contain in the LCI, are composite of the Old and Modern Tagalog. Here are some (see Postma 190):

anak	(child)
dayang	(noblewoman)
hadapn	(in front)
hutang	(debt)
lap(p)as	(acquitted of debt)
ngaran	(name)
pam(a)gat	(Chief),
tuhan	(honorable person)

Translation of LCI

(1) Hail! In the Saka-year 822; the month of March-April; according to the astronomer: the fourth day of the dark half of the moon; is on (2) Monday. At that time, Lady Angkatan together with her relative, Bukah by name, (3) the child of His Honor Namwran, was given, as a special favor, a document of full acquittal, by the Chief and Commander² of Tundun (4) representing the Leader of Pailah, Jayade~aT.h~i s means that His Honor Namwran, through the Honorable Scribe⁴ (5) was cleared of a salary-related⁵ debt of 1 kati and 8 suwarna (weight of gold): in the presence of His Honor the Leader of Puliran, (6) Kasumuran; His Honor the Leader of Pailah, representing Ganasakti; (and) His Honor the Leader (7) of Binwangan, representing Bistruta. And, with his whole family, on orders of the Chief of Dewata (8), representing the Chief of Mdang, because of his loyalty as a subject (slave?)' of the Chief, therefore all the descendants (9) of his Honor Namwran have been cleared of the whole debt that His Honor owed the Chief of Dewata. This (document) is (issued) in case (10) there is someone, whosoever, sometime in the future, who will state that the debt is not yet acquitted of His Honor. . .9 (Postma, 187)

For Postma, Malayan is the language heritage of our exposure to the Indian culture. The local community of speakers adopted this according to their linguistic needs. It is the product of interpretation as soon they learn to simplify the primary form of language. Commerce and religion played a huge role in affixing language use. However, certain practices do not change like the astronomical, legal expressions, or others. It remains the original Sanskrit transcript which is very evident in the LCI. The reason is adopting purposely or not having difficulty in understanding. The central Philippine languages are almost similar to the Malayan vernacular in the boundary of the southern Philippines. A well-product of text and tradition within the community, as it read the text and arrives for a better understanding.

The validation that presents my thesis is the figure on the analysis of Language-game in the LCI.

To learn the meaning of an expression is to learn a linguistic system whose boundaries are not fixed and are always on the brink of change (PI 99). The adaptation and the development of the Sanskrit language by the Indonesian later on by our usage present in LCI. Hence, linguistic competence involves mastery of a technique (PI 199) for applying the relevant linguistic rule with certainty in a particular situation (PI 211-213). The method of language-games involves a drill in the different examples and actions associated with a concept, but this training is not meant to result in a mechanical application of rules. It aims to enable the speaker to instinctively apply the rule with flexibility while not viewing this flexibility as something contrary to the objective application of rules (PI 232). The rules are adapting in the new community as the words have evolved but retain some important traits like again the Astronomical expression. So, when Wittgenstein talks about dispelling confusion using playing language-games and acquiring knowledge of grammar, he is talking about acquiring a 'reflective mastery' shown by the competent user of language who can apply linguistic rules as a matter of course (PI 238) or personal judgment (PI 228). That is how; I understand when LCI is an excellent example of mastery, and the community passed it through their judgment. It's a development of one language into another adaptation as reflected in a community of speakers. However, the language presupposes a regular custom or practice (PI 198-199) with its normativity. Communication is also a social, hence public, act. But the LCI was an indication of the trade practice and ancient form of the international court of justice. It always makes room for the criteria of correctness outside the individual himself (PI 258).

Now, I presuppose two summative analyses in my article. Upon the discovery of the LCI, it is clear as it is one of the most important documents in the Philippines today. It establishes the link between the history of Malay and the Tagalog languages. In reference, the word pam(a)gat appeared five times in LCI, it refers to the different Chiefs in the Philippines in 10th Century A.D. Accordingly, the experts suggest that it was borrowed from the Old Javanese pam(a)gat, which is very common in the early times. First, this implies that Language-game is constructed socially to better construct the usage for communication. Skinner, in his theory of language about the utterances and responses, is brought by environmental influence. So, in the LCI, it can be verified that the utterances and responses help the speakers deliver the message as reflected in their environment. It adjusts to the languages available until such time it became the habit of the community. Emphasizing this new language,

however, can still be traced to the original utterance and responses.

Next, the possibility is the community borrowed its utterance and the responses to create the function of the words meaningfully. It develops a new characteristic upon which the speakers continue to function even in the absence of the first language use. The tradition and the social practices of the community do have a role in determining the general terms and usage.

Conclusion

The tradition has stood the test of time, and it encompasses all those customs and social practices that generate security and belongingness. This historical continuity is crucial to society. In the context of language, it established customs and traditions; however, people's needs, desires, and expectations differ, from time to time and from place to place. The meaning resides in the community. The purpose of the word is used in the language community. The words are connected with the natural expression of sensation and used in their place. The feeling is always present. It involves knowing what is logical or not. However, their Language-game of Wittgenstein differs technically from Chomsky. The latter subscribe to the inherent trait of humans. It only requires time to integrate the biological capacity in language acquisition fully. Moreover, this kind of language acquisition may be similar in terms of the adaptations and consider the functions of language in general.

Language-game is an interesting concept introduced by Wittgenstein. It shows the importance of the community of speakers relying on an old expression to recreate a new meaning. It builds on the community in their interpretation of thoughts. That's why the preservation of language is active, although, through time, changes have occurred, it remained attached to the original. This preservation of language like the LCI gives a natural function to each expression. The rules were not forsaken instead invented for a new purpose, which is reflective of the community. The grammar is preserved to help the speakers use it appropriately and practically. The language now is the total expression of the community. To put the process in context, it is worth mentioning that the community exposure to numerous conditions constructs concepts and learning.

I believe putting in context the grammatical structure help formulate expression. It involves intuition in describing the rhythm of language in general. In my observation, the Wittgenstein method is validated in terms of coordination of the language. The past is there in the present as it belongs to the nature of the community. Language then determines the thinking of the individuals at a particular time and the

grammatical side will predominate. This interpretation would completely require knowledge of the language. Although in the Philippine context we cannot deny our language has of Sanskrit origin it shows how the development of language changes in terms of usage. It can be broadly pointed to one source but evolve through time.

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Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School

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Abstract: This study was designed to determine the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School for the School Year 2020-2021. As to the findings, the aims/goals/objectives, subject matter, learning experiences and evaluation are all Always Observed as perceived by the teacher-respondents. There is also significant difference on the perceptions of the respondents with respect to the curriculum components and in terms of their profile. It can be concluded that the components are utilized, implemented and applied by school personnel including the administrators, teachers and students.

Keywords: Curriculum, Basic Components, Secondary Teachers

Introduction

Education is the process of receiving or giving systematic instruction, especially at a school or university. It is inculcating moral values, positive thinking, attitude of helping, attitude of giving to society and ethical values these kind of students are only able to bring changes in society. It is also facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. ... Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

To give better education to an individual there must be a Good Curriculum. Every aspect of the curriculum should have a clear objective or end goal to achieve. A good curriculum is not rigid- it allows room for flexibility, monitoring and evaluation by administration. It should provide sufficient scope for the cultivation of unique skills, interest, attitudes and appreciations.

According to Nation & Macalister (2010), curriculum as a guidance in designing courses that consist of outer circle namely Principles, Environment, and needs that involve practical and theoretical considerations that will have a major effect in guiding the actual process of course production. Inner circle that consists of goals and its center, contents and sequences, format and presentation, and monitoring and assessment.

As stated in the implementing rules and regulations of the Enhanced Basic Education Act of 2013 (RA 10533) Rule II Curriculum, 10.2. Standards and Principles. The DepEd shall adhere to the following standards and principles, when appropriate, in developing the enhanced basic education curriculum:

- (a) The curriculum shall be learner-centered, inclusive and developmentally appropriate;
- (b) The curriculum shall be relevant, responsive and research-based;
- (c) The curriculum shall be gender- and culture-sensitive;
- (d) The curriculum shall be contextualized and global;
- (e) The curriculum shall use pedagogical approaches that are constructivist, inquiry-based, reflective, collaborative and integrative;
- (f) The curriculum shall adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTB-MLE) which starts from where the learners are and from what they already know proceeding from the known to the unknown; instructional materials and capable teachers to implement the MTB-MLE curriculum shall be available.
- (g) The curriculum shall use the spiral progression approach to ensure mastery of knowledge and skills after each level; and

(h) The curriculum shall be flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts.

Bilbao et.al (2008) emphasized that the major components of most curricula include aims, goals and objectives, subject matter or content, learning experiences and evaluation approaches. Based on the mandate of the constitution, each school should be guided by its vision and mission which were further translated into goals and objectives. All curricula have content regardless of their models. Meanwhile, learning experiences are the different instructional strategies that provide the experiences. And for the curricula to be effective there must be an element of evaluation.

To learn how curriculum was implemented in every school this research was conducted to identify the Perception of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School, for School Year 2020-2021.

The primary objective of this study was to determine the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School for the School Year 2020-2021.

Specifically, it answered the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. Age
 - 1.2. Length of service
 - 1.3. Rank/Position?
2. What are the perceptions of the respondents in the Implementation of Basic Curriculum Components in Tanay National High school with respect to:
 - 2.1. Aims, goals and objectives
 - 2.2. Subject matter/ Content
 - 2.3. Learning experiences
 - 2.4. Evaluation?
3. Is there any significant difference on the perceptions of teachers in the implementation of basic curriculum components in Tanay National High School with respect to aims, goals and objectives, subject matter/content, learning experiences and evaluation in terms of age, length of service and position/rank?
4. What framework/model can be proposed to show the implementation of basic curriculum components?

Theoretical Framework –

The study is anchored on Tyler Model of Curriculum and Wheeler Model of Curriculum, each model proposed steps in implementation of basic curriculum components.

Tyler Model of Curriculum was developed by the American educator Ralph Tyler in the 1940s. It was one of the first models of curricula and a very simple model even used by modern educators. Tyler model of curriculum describes how to formulate educational objectives, how to organize them, analyze them and adjust them so that the students are able to meet these objectives. Basically, Tyler presented his curriculum rationale as four questions, the first is what educational purposes should the school seek to attain? It refers to the selection of objectives. Second is what educational experiences can be provided that is likely to attain these purposes? It refers to the selection of instructional strategies and content. Third is how can these educational experiences be effectively organized? It refers to the organization of learning experiences and the last is how can we determine whether these purposes are being attained? It refers to assessment and evaluation.

Wheeler model of curriculum development is a type of model that indicates curriculum development is a continuous cycle. According to this model, curriculum development should be responsive to changes in the education sector and make appropriate modifications to account for these changes. Moreover, this model targets situational evaluation; this is because the context within which the curriculum decisions are taken is considered important. This practice can help make the most effective decisions. This model includes five interconnected phases, first is aims, goals and objectives second learning experiences, third selection of content, fourth organization of integration of learning experiences and content and fifth is the Evaluation. Once this cycle is complete, it starts again from the first step and goes onward, continually improving the curriculum.

Tyler model and Wheeler model are two models for curriculum development. Tyler model is a linear model containing four basic components. Although it is an old model, it is still commonly used in curriculum development. Wheeler model, on the other hand, is a cyclic model based on Tyler model. According to this model, curriculum development is a continuous cycle which is responsive to changes in the education sector.

These theories are related to present study because it will deal with the implementation of teachers to the basic curriculum components. The study assumes that each components are important in the curriculum development and the implementation of

it guides in providing and delivering the quality of education to our learners.

Methodology-

This study used descriptive research design in order to determine the perceptions of secondary teachers in the implementation of basic curriculum components. As defined by Kumar (2011), descriptive research is a study in which the main focus is on description, rather than examining relationships or associations.

The study was conducted at Tanay, National High School, located at Sampaloc Road, Brgy. Plaza Aldea, Tanay, Rizal. The respondents are composed of 73 or 82% of the total teachers in Tanay NHS for School Year 2020-2021. The respondents are all teaching personnel with direct exposure to the implementation of curriculum components. The sample size was determined utilizing the Slovin's formula and they were selected using random sampling with fish bowl method as a process.

A questionnaire-checklist was developed by the researchers and subjected to face validation by the different experts in education. The researchers sought the approval of the Principal of Tanay National High School for the conduct of the study. The respondents answered the questionnaire through Google Form. Then the researchers collected, tallied, tabulated, interpreted and analysed the results of the data. From the results and findings, conclusions and recommendations were formulated. The study was subjected to research presentation.

To determine the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School used a questionnaire-checklist as the main tool in gathering the data. This instrument is consisted of two parts, Part 1 is for the profile of the respondents in terms age, length of service and position/rank and Part 2 dealt with the perceptions of the respondents about curriculum implementation with respect to aims/goals/objectives, subject matter, learning experiences and evaluation. The said questionnaire-checklist was developed by the researchers and validated by experts.

To determine the profile of the respondents in terms of age, length of service and position/rank, Frequency, Percentage, and rank distribution were utilized. To determine the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School with respect to aims/goals/objectives, subject matter, learning experiences and evaluation, Weighted

Mean was used. To determine the significant difference on the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in Tanay National High School with respect to aims/goals/objectives, subject matter, learning experiences and evaluation in terms of their profile, Two-Way Analysis of Variance (ANOVA) was used. A qualitative discussion was used to deal with the proposed framework or model.

Body/Findings-

Profile of the respondents in terms of Age, Length of service and Position/Rank.

Table 1
Profile of the respondents in terms of Age

Age	f	%	Rank
24 yrs old and below	2	2.74 %	4
25 yrs old – 40 yrs old	14	19.18 %	3
41 yrs old – 56 yrs old	29	39.73 %	1
57 yrs old – 75 yrs old	28	38.36 %	2
Total	73	100 %	

This table shows that in terms of age, that majority of the respondents belong to 41 to 56 years of old with 39.73% and very few from ages 24 years old and below or 2.74% of the total population. This implies that most of the teachers in Tanay National High School are considered middle-aged people and are on the peak of their career.

Table 2
Profile of the respondents in terms of Length of Service

Length of Service	f	%	Rank
1-5 years	6	8.22 %	3
6-10 years	11	15.07 %	2
11-15 years	2	2.74 %	5
16-20 years	4	5.48 %	4
21 years and above	50	68.49 %	1
Total	73	100.00 %	

Table 2 indicates that in terms of length of service, most of the respondents have 21 years and above teaching experiences or 68.49% and few teachers have a length of service of 11-15 years or 2.74%. This implies that majority of the teachers in Tanay NHS are experienced teachers and have been exposed to curriculum implementation for quite some time.

Table 3
Profile of the respondents in terms of Position/Rank

Position/Rank	f	%	Rank
Teacher I	32	43.84 %	1
Teacher II	15	20.55 %	2.5
Teacher III	15	20.55 %	2.5
Master Teacher I	7	9.59 %	4
Head Teacher I	4	5.48 %	5
Total	73	100.00 %	

Table 3 showed that in terms of Position/Rank, 32 or 43.84% of the respondents are Teacher I, and there are only few Head Teacher and Master Teacher with a frequency of 4 or 5.48% and 7 or 9.59 % respectively. This only implies that even though most of the teachers are into the teaching career for a longer period of time, only few were promoted to higher position.

Perceptions of Secondary Teachers in the Implementation of Basic Curriculum Components in Tanay National High school with respect to Aims, goals and objectives, Subject matter/ Content, Learning experiences and Evaluation.

Table 4
Computed Weighted Mean of the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in terms of Age

Factors	24 y.o.-below		25-40 y.o		41-56 y.o		57-75 y.o		Average	
	Wx	VI	Wx	VI	Wx	VI	Wx	VI	Wx	VI
Aims/Goals/Objectives	4.00	O	4.50	A	4.77	A	4.64	A	4.48	A
Subject Matter	4.00	O	4.67	A	4.58	A	4.71	A	4.49	A
Learning Experiences	4.00	O	4.64	A	4.61	A	4.71	A	4.49	A
Evaluation	4.10	O	4.64	A	4.54	A	4.66	A	4.49	A
Average	4.03	O	4.61	A	4.63	A	4.68	A	4.49	A

Table 4 showed that in terms of age, the teachers belonging to 24 years old and below perceived the implementation of curriculum components as *Often* observed with 4.03 weighted mean. Meanwhile, 25 years old to 75 years old age bracket perceived the implementation as *Always* observed. However, considering the average, teachers from different ages perceived the implementation of basic curriculum components as *Always* observed with 4.49 average weighted mean.

This implies that teachers who belong to middle-age group have observed the implementation of all curriculum components and younger teachers found the implementation as not always evident.

Table 5
Computed Weighted Mean of the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in terms of Length of Service

Factors	1-5 yrs		6-10 yrs		11-15 yrs		16-20 yrs		21 yrs-above		Average	
	Wx	VI	Wx	VI	Wx	VI	Wx	VI	Wx	VI	Wx	VI
Aims/Goals/Objectives	4.43	A	4.51	A	4.00	O	4.50	A	4.61	A	4.41	A
Subject Matter	4.63	A	4.64	A	4.00	O	4.50	A	4.64	A	4.48	A
Learning Experiences	4.57	A	4.67	A	4.00	O	4.50	A	4.65	A	4.48	A
Evaluation	4.53	A	4.64	A	4.00	O	4.50	A	4.60	A	4.45	A
Average	4.54	A	4.62	A	4.00	O	4.50	A	4.63	A	4.46	A

Table 5 indicated that in terms of length of service, teachers with 11-15 years of experiences found the implementation of curriculum components as *Often* observed with 4.00 weighted mean. Meanwhile, the rest of the teachers *Always* observed the implementation of all the components. The average weighted mean of 4.46 which was interpreted as *Always* observed is the overall perceptions of the teachers considering their experiences. This implies that, majority of the respondents whether new teachers or experienced teachers have been exposed to the implementation of all curriculum components.

Table 6
Computed Weighted Mean of the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in terms of Position/Rank

Factors	Teacher I		Teacher II		Teacher III		Master Teacher I		Head Teacher I		Average	
	Wx	VI	Wx	VI	Wx	VI	Wx	VI	Wx	VI	Wx	VI
Aims/Goals/Objectives	4.50	A	4.60	A	4.55	A	4.80	A	4.65	A	4.62	A
Subject Matter	4.61	A	4.60	A	4.60	A	4.83	A	4.70	A	4.67	A
Learning Experiences	4.64	A	4.59	A	4.68	A	4.77	A	4.75	A	4.69	A
Evaluation	4.66	A	4.60	A	4.60	A	4.74	A	4.60	A	4.64	A
Average	4.60	A	4.60	A	4.61	A	4.79	A	4.68	A	4.65	A

Table 6 shows that in terms of position/rank, all teachers from Teacher 1 to Head Teacher I perceived the implementation of basic curriculum components as *Always* observed with 4.65 average weighted mean. This only implies that, regardless of position or rank, all teachers have become part of and observed the implementation of the curriculum components in Tanay National High School.

Table 7

General Composite Table on the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components

Factors	Age	Length of Service	Position/Rank	Average		
				W _x	R	V I
Aims/Goals/Objectives	4.48	4.41	4.62	4.50	4	A
Subject Matter	4.49	4.48	4.67	4.55	2.5	A
Learning Experiences	4.49	4.48	4.69	4.55	2.5	A
Evaluation	4.49	4.45	4.64	4.53	1	A
Average	4.49	4.46	4.65	4.53		A

Table 7 showed that the implementation of basic curriculum components with respect to Aims/Goals/Objectives, Subject Matter, Learning Experiences and Evaluation in terms of Age, Length of Service and Position/Rank was perceived by all respondents as *Always* observed with 4.53 general weighted mean. This implies that the implementation of all basic curriculum components in Tanay National High School was clearly observed most of the time.

Table 8

Computed F-ratio on the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in terms of Age

Sources of data	SS	DF	MS	F _{com}	F _{tab}	P	H ₀	VI
Curriculum components	0.07	3	0.02	3.84	2.75	0.01	R	S
Age	5.44	3	1.81	316.19	2.75	0.00	R	S
Interaction	0.09	9	0.01	1.75	2.03	0.10	FR	NS
Within group	0.37	64	0.00					

Table 8 indicated that there is a significant difference on the perceptions of respondents in the implementation of basic curriculum components since the computed F-ratio of 3.84 is greater than the F-tabulated value of 2.75 at 0.05 level of significance with 3/64 degrees of freedom, as the result, the null

hypothesis is rejected. In terms of age, the computed F-ratio of 316.19 is greater than the F-tabulated value of 2.75 at 0.05 level of significance with 3/64 degrees of freedom, consequently the null hypothesis is rejected and verbally interpreted as significant. With regard to the interaction, since the computed F-ratio of 1.75 is less than the F-tabulated value of 2.03 at 0.05 level of significance with 9/64 degrees of freedom, the null hypothesis was failed to reject which means that there is no significant difference on the perceptions of the teachers in the implementation of curriculum components in terms of age.

Table 9

Computed F-ratio on the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in terms of Length of Service

Sources of data	SS	DF	MS	F _{com}	F _{tab}	P	H ₀	VI
Curriculum components	0.08	3	0.03	5.69	2.72	0.00	R	S
Length of Service	5.43	4	1.36	275.23	2.49	0.00	R	S
Interaction	0.12	12	0	1.96	1.88	0.04	R	S
Within group	0.39	80	0.00					

Table 9 indicated that with respect to the perceptions of respondents in the implementation of basic curriculum components, there is a significant difference since the computed F-ratio of 5.69 is greater than the F-tabulated value of 2.72 at 0.05 level of significance with 3/80 degrees of freedom, as the result, the null hypothesis is rejected. In terms of length of service, the computed F-ratio of 275.23 is greater than the F-tabulated value of 2.49 at 0.05 level of significance with 4/80 degrees of freedom, consequently the null hypothesis is rejected and verbally interpreted as significant. With regard to the interaction, since the computed F-ratio of 1.96 is greater than the F-tabulated value of 1.88 at 0.05 level of significance with 12/80 degrees of freedom, the null hypothesis was rejected which means that there is a significant difference on the perceptions of the teachers in the implementation of curriculum components in terms of length of service.

Table 10
Computed F-ratio on the Perceptions of Secondary School Teachers in the Implementation of Basic Curriculum Components in terms of Position/Rank

Sources of data	SS	DF	MS	F _{com}	F _{tab}	P	H ₀	VI
Curriculum components	0.06	3	0.02	1.89	2.72	0.14	FR	NS
Position/Rank	0.52	4	0.13	12.25	2.49	0.00	R	S
Interaction	0.14	12	0.01	1.13	1.88	0.35	FR	NS
Within group	0.85	80	0.01					

Table 10 indicated that with respect to the perceptions of respondents in the implementation of basic curriculum components, there is no significant difference since the computed F-ratio of 1.89 is less than the F-tabulated value of 2.72 at 0.05 level of significance with 3/80 degrees of freedom, as the result, the null hypothesis was failed to reject. In terms of position/rank, the computed F-ratio of 12.25 is greater than the F-tabulated value of 2.49 at 0.05 level of significance with 4/80 degrees of freedom, consequently the null hypothesis is rejected and verbally interpreted as significant. With regard to the interaction, since the computed F-ratio of 1.13 is less than the F-tabulated value of 1.88 at 0.05 level of significance with 12/80 degrees of freedom, the null hypothesis was failed to reject which means that there is no significant difference on the perceptions of the teachers in the implementation of curriculum components in terms of length of service.

Proposed Framework

The framework showed the Implementation of the Basic Curriculum Components. The school is represented by the home-like shape and supported by teachers, students and administrators. These important personalities play different roles in the implementation of the curriculum.

There is a big circle inside which represents the Components of Curriculum; Aims, goals, and objectives, Subject Matter, Learning Experiences and Evaluation. And these components are considered as the heart and core of the school operation. The school personnel rely on these components. The school follows the general goals or the vision and mission as prescribed by the national agency. Likewise, the teachers always consider the diversity of their learners in terms of developing the Aims, goals and objectives. The content was also prescribed by the national

curriculum. The learning experiences are used by the teachers and students to attain the targets. And lastly, everything must be evaluated, to check the progress of the students and at the same time to determine if the school is fulfilling its goals and objectives.

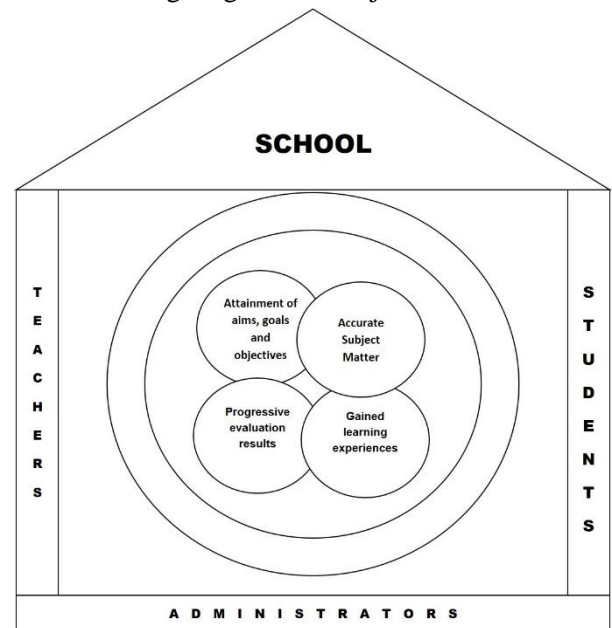


Figure 1
Proposed Framework that shows the implementation of Basic Curriculum Components

Conclusions-

Based on the findings of the study it can be concluded that the teachers are aware of the different components of curriculum. The teachers observed that all four components of basic curriculum are being implemented and utilized most of the time.

Experienced teachers who are in the service for a long period of time and exposed to different changes in the curriculum still believed that curriculum components proposed by educational theorists are still evident in the present curriculum.

It can be concluded that with the changes of curriculum in the Philippines the four major components are still intact and integrated to education system. These components are utilized, implemented and applied by school personnel including the administrators, teachers and students. These are considered as the core of the school and the heart of the operation for without these, the school cannot perform its function effectively.

Since changes are happening every time and it can't be prevented, the curriculum components must be flexible enough to adjust and adapt to the situation, environment or community.

Hence, the aims/goals/objectives, subject matter, learning experiences and evaluation must always be updated so that these will still be applicable to the present time or in the future, and likewise, these components must be open for a change, modification and improvement in order to provide quality education and become one of the most important and major figures in the development of the society.

Recommendations-

Based on the results of the study, it is recommended that teachers should update themselves with the new pedagogies by engaging themselves with trainings and seminars. Teachers should always make sure that all four components are interrelated and interconnected as they perform their functions and responsibilities as educators. Teachers should make sure that the curriculum adapts to the changes in the community and the needs of the society. Teachers should always involve the administrators, students and other stakeholders in the fulfilment of all the basic components of curriculum.

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***Grounding Morality:
Judæo-Christianity's Explanatory Power for Moral Realism***

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Abstract: Since the 9/11 bombing, religion, terrorism and violence have been associated and have been viewed to be “coextensive”. The leading voice of secularism, darwinistic evolutionism and atheism (i.e., Dennett, Harris, Dawkins and the late Hitchens) found their way into popular media and publication and had an old hardline skeptic stance “repacked” as New Atheism. This apparent resurgence of skepticism to the possibility, probability and reality of the Supernatural (God) has been, in some way, gaining success in owning the explanation for the phenomenon of morality eliminating any sense of religion, if possible. But are their claims epistemically and ontologically viable?

This paper will revisit, compare and contrast, and examine the new and the preexisting worldviews and ideologies that actively participate in the contemporary discussion of moral issues. More specifically, this critique will look into the assumptions, presuppositions of Evolutionist, Secular Humanist, Post-marxist, Post-feminist (and other dominant atheist frameworks) that attempt at explaining morality and its nature. The findings will be juxtaposed against the Judæo-Christian paradigm, as it is the traditional and standard argument on the need for God as the ground of moral values and duties.

What this paper wishes to accomplish is a clear and coherent set of explanations which the other contrarian perspectives may consider viable as they consider present their ideas elsewhere. Finally, the paper aims to find its contextual significance in the Philippines as the country is slowly, but steadily receiving the winds of atheistic/materialistic ideologies through contemporary media: print, visual, and social.

Keywords: *Morality , Moral Realism, Judæo-Christian Philosophy, Materialism*

Introduction

Very often now a days, people are much fonder of moral pronouncements (or as they seem to be). With the aid of social media, everyone the exposure and access to it can suddenly become a “moral philosopher”, when it comes to government policies, social issues, civil rights and whatnot. However, only a very few of them, as observed, are aware of the ramifications, entailment and assumptions of their “moral views”. To the farther end of the spectrum, one might even deny the objectivity of morality. Some, like other secular humanists, would hold the opposite poles of logic by asserting the morality is both subjective and objective (whatever that means). The other extreme end of the discussion will be occupied by people who are ‘fundamentalists’ that they will impose a bigoted stance of moral laws as informed or by a higher deity (Cf. Divine Command) (e.g., jihadists and the ISIS terrorist group).

But see that most, if not all of these claimants unto morality do not necessarily have the proper grounding/basis/warrant for their carrying out of their ‘moral’ convictions. They only, as it appears, assume the moral framework and do/argue what they see fit. Truly, they demonstrate an “understanding” of morality, without the proper “grounding” of it. This

phenomenon posts a serious problem on the principle and praxis of morality, for when there is no reference point, from which one grasps his/her moral assertions, any discussion on morality can easily slide down to the dispersed discourse of relativism, disallowing anyone, if at all, to claim on what morality is ala-Nietzsche’s Parable of the Madman.

With this lurking predicament, this paper seeks to answer the question: How does the Judæo-Christian worldview provide a better grasp of the moral experience in the human realm of existence and possess a more potent explanation for the phenomenon of morality across culture and history? The question emerges from the extant debates and discussions on Morality between and among competing worldviews and theories on Ethics. In the process, the paper will draw out fine distinctions on terms and concepts that will shed light to this topic and wishes to land a coherent conclusion on how and why the Judæo-Christian philosophy’s explanation best corresponds or resembles the moral reality and moral knowledge accessible to human beings.

Theoretical Framework

The paper synthesizes the current trends and discussions in Philosophy of Religion, particularly from Christian Philosophy as propounded by William Lane Craig, 2008, Dinesh D'souza, 2007, J. Budziszewski, 2012, Plantinga, 2000, and Swineburne, 2016.

Methodology

As a Descriptive-Analytic paper, this study gathered, revisited, and contrasted extant arguments and discussion over the topic. After a careful selection of proper representative ideas and arguments, the discussion went on with premise-implication discussion and grounded it in the historical facts as substantiation for the formal arguments forwarded.

Body/Findings

Accordingly, this paper argues that God, i.e., the Christian God is the best explanation and grounding for morality. There are two major contentions that this paper defends:

1. *Christian theism provides for a sound grounding for objective moral values and duties.*
2. *Christian theism offers a sound explanation for the nature of Morality.*

1. *Christian theism provides for a sound grounding for objective moral values and duties.*

In broad sketch, people can all concede to the fact that morality has this one goal: to Recognize, Respect, and Uphold human life. No one has to be a moral philosopher or a moral theologian to understand this goal. To take the negative of that proposition is absurdity.

The goal to recognize, respect and uphold human life basically presupposes two notions:

- First, human life has inherent value; that taking away, withholding, or trumping upon that value is necessarily evil.
- The second presupposition it has is that recognizing, respecting and upholding human life needs to be 'acted upon', than merely discussed in theories. There are things *ought* to be done or *ought not* to be done with reference to the worth and value of the human person.

Here, a clear distinction between Moral Values and Moral Duties that constitute our moral experiences is seen. By Moral Values, one means that there are objectively good and objectively evil (e.g., the

Holocaust or the Plaza Miranda Bombing). Moral Duties, on the other hand, mean that there are objectively right and objectively wrong actions. Moral Duties tell people that there are things that are "unconditionally obligatory or impermissible" and these everyone ought to or ought not to do. Notice, however, that "OUGHT TO" does not imply "WILL". It asserts that, what people HAVE TO DO does not mean that people are going to really CHOOSE it. At times, the things people have to do, they willfully drown by what they WANT to do.

There are situations which tell that it is as if they are imperatives that obeying or disobeying them makes us accountable to an authority, thus the phrase "Moral Law" or as more familiarly noted by Kant, 1788: "'Two things fill the mind with ever new and increasing awe and admiration the more frequently and continuously reflection is occupied with them: the starred heaven above me and the moral law within me'". This feeling of accountability is what people rather call as "conscience". By "conscience", what one may say is that as long as someone is a conscious, free willing human being, s/he cannot escape the silent, inner grip after NOT helping an old woman pass across the street in front of honking vehicles when s/he had the chance to do so or help a pregnant carry her obviously heavy stuff as she takes the stiff staircase.

While contrarian perspectives may ask the skeptical "Could this be mere conditioning or an effect of dogma?" One could fairly doubt. The human impulse to react to those instances makes one doubt. Or, to extend the skepticism, some may ask "Could this be instinct?" Let alone. Budziszewski, 2012 of University of Texas forwards: "conscience must be more than just instincts, because there are times that our conscience goes against our instincts." The 20th century English thinker, Lewis, 1952 provides the following illustrative explanation:

"But feeling a desire to help is quite different that you ought to help whether you want it or not. Supposing you hear a cry for help from a man in danger. You will probably feel two desires— one a desire to give help (due to your herd instinct), the other a desire to keep out of danger (due to the instinct for self-preservation). But you will find inside you, in addition to these two impulses, a third thing which tells you that you ought to follow the impulse to help, and suppress the impulse to run away. The Moral Law tells us the tune we have to play: our instincts are merely the keys".

Now, traditionally, God is the basis of human moral values and duties. As St. Anselm observes, "God

is the greatest conceivable being”. Not only does it mean that God is perfectly good, but also God is the LOCUS and PARADIGM of morality.

Far from being arbitrary, as one can expect from the Euthyphro dilemma, God commands something because HE IS THE ULTIMATE GOOD. God, by nature is Holy, Loving, Kind, Generous (Cf. Descartes’ notion of a benevolent God) among others, and because of that, one can have the basis of objective moral values.

Now, while this is a classic, traditional challenge to the general “Divine Command Theory” (DCT) of morality, this dilemma has been proven demonstrably false in its hermeneutical usage. First, those who use this challenge against Christian Theism virtually disregards that Socrates (as recorded by Plato) used this to expose the fault in the assumed religion of Euthyphro (and the Greeks) as a source of their pride (hubris), i.e., the Greek polytheistic religion. Remember that Socrates was charged of two crimes: corruption of mind of the minor and rebellion against the Greek religion. Hence, in its literary and historical context, the backdrop of Euthyphro dialogue was Greek polytheism, which Socrates questioned. Christianity is monotheistic; hence, it is a category error to use the Euthyphro dilemma to Christianity. This even undermines the fact that Socrates suggestively believed in a monotheistic deity that is not subjected to moral laws, but is originator (Gk. *Archegos*) (see Stone, 1988).

In the Judæo-Christian tradition, it is evidently seen that moral duties and obligations stem out from the Divine Commandments: *love God with all your heart, with all you mind, with all your strength; and love others as you love yourselves*. From this, selfishness, stealing, murder and the like as objectively wrong, hence objectively condemnable. But it did not end there, because when Jesus instituted the New Covenant, one hears: “A new command I give you: Love one another. As I have loved you, so you must love one another” (John 14:34, ESV, 2021). And this the Apostle Paul perfectly captures and understands in one of his Epistles: “But God demonstrates his own love for us in this: While we were still sinners, Christ died for us.” (Romans 5:8, ESV, 2021). Only in Christianity will one see that the one who gave the command is the first one to obey it.

Thus, in Christian theism, morality is all throughout valid, objective, and binding, not only because moral laws exist wholly apart and independent of the human mind and opinion. But more astoundingly because the so-called “commander” Himself did not hesitate to be subjected to the “commandment” we are to obey. Thence, the attempt to still prove the intrinsic and objective value of obedience, self-sacrifice and selfless

love renders moot in this light. For once, the locus of morality proves to be a competent and worthy *Archegos*.

2. *Christian theism offers a sound explanation for the nature of Morality.*

From the first contention, one can clearly see how and why morality operates. Morality requires, if not demonstrates certain characteristics, which the Christian theistic paradigm could be the best explanation. Among others, one sees how Morality is Personal, Rational and Binding.

Morality is Personal in the strict sense that it is directed at and requires the agency of human personhood. It is human specific:

“Primatologist Franz de Waal, who studies chimpanzees and has done much to emphasize their close kinship with humans, admits that morality is something that chimps don’t have. ‘It is hard to believe that animals weigh their own interests against the rights of others, that they develop a vision of the greater good of society, or that they feel lifelong guilt about something that they should have not done’.” (D’souza, 2007).

In the Judæo-Christian framework, Morality is ingrained, embedded and intrinsic to human beings, because they are “created in God’s image” (Genesis 1:26). It follows that any human being regardless of race, class, gender and phase of development has inalienable and inviolable rights—all under the premise of being human. Any attempt to mitigate or deny such inherent rights are condemned to be immoral, at worst, evil.

The Nazis had to justify and convince themselves that the Jews were less than human beings in order to legitimize the Holocaust (Cf. Turek, 2014). Why? Because they understood that if they were to commit that atrocity it has to be on a non-human or sub-human subject. The gas chambers of Auschwitz are counter-intuitive evidence that PERSONALITY is by nature predicated unto Morality. But why? Where did the Nazis get this sense, which they willfully suppressed amongst themselves? It is from the brute fact that humans are bearers of the *imago dei*—God’s image.

Atheism, moreover, that grounds morality in the natural alone, is highly doubtful in this assertion. One may logically ask the question: how can nature, which is by itself non-moral, be the ground of morality? On the Naturalistic point of view, morality is just a by-product of socio-biological Evolution. The renowned atheist of the 20th century, Russel, 1963 opines: “*Man is the product of causes which had no prevision of the*

end they were achieving; that his origin, his growth, his hopes and fears, his loves and his beliefs, are but the outcome of ACCIDENTAL COLLOCATION OF ATOMS..." (emphasis added). Sustaining that sense, one sees that in the naturalistic perspective, humans are, in the words of the Soviet Biologist Alexander Oparin, just a by-product of "the primordial slime", as if Matter + Chance + Energy, and here come the humans! A bleep on the radar of time!

Dawkins, 1996 boldly upholds this point. He reports:

"In a universe of blind physical forces and genetic replication, some people are going to get hurt, and other people are going to get lucky; and you won't find rhyme and reason to it, *nor any justice*. The universe we observe has precisely the properties we should expect if there is at the bottom, no design, no purpose, *no evil and no good*. Nothing but blind pitiless indifference. *DNA neither knows nor cares. DNA just is, and we dance to its music*" (emphasis added).

At its core, atheism is not humanistic, at all.

Secondly, Morality is Rational. Morality allows people to achieve ultimate ends and it is discoverable by reason. The Ten Commandments and its focus on the value of family as a prerequisite for a great civilization anticipated that precept.

By the very logic of causation/causality, for instance, one knows that torturing a baby is wrong and bad, not solely because it does not uphold the welfare of the baby, but torture does not uphold or lead to order at all. And regardless of argumentative circumvention, places like the Auschwitz of the 1940s or the Guantanamo in the contemporary era are condemned as illegal and immoral institutions, because they flout the rule of law, which entails violating the universal notions of Justice and Equality. And with Justice and Equality violated, consequences happen, wars erupt. Order is toppled.

How does the Christian framework account for this? Because only in the Christian framework will one see that "In the beginning was the Word (LOGOS)" (Cf. John 1, ESV, 2021). And that Reason (Logos) is not a mere abstraction, but a PERSON, i.e., the unembodied intelligence/mind becoming flesh. The sense of order as opposed to chaos is first instituted by the Divine Reason, who is the Second person in the Trinity. The Christian framework informs and even commands people to choose and value order, which aligns to that transcendent intention and a product of a divine personal intelligence. In the face of absurdities,

one ought to choose life, because it is the logical option. Life and Reason interweave in the Christian framework of morality, because the very LOGOS or reason why everything at all exists (Cf. Colossians 1:15-20, ESV, 2021), is also the one who said "I am the WAY, the TRUTH and the LIFE." No other worldviews can better offer us that kind of approach to human worth and value.

Contrastingly, from the atheist framework, human logic and reason is the basis on which we distinguish what is moral or not. But it begs the question: Who's reason must consider? On what logic? A great part of West Asia is in chaos today because both parties—Israelis and Palestinians—are working under the 'logic' of retaliation and unforgiveness. China and the Philippines are in current conflict, because one of the countries appeals to the 'logic' of ancient boundaries, while the other on the 'logic' of current ruling. North Korea is in conflict with South Korea and Japan due to the 'logic' of geo-political and economic autonomy. In times when there are conflicting values, who's reason is legitimate to arbitrate? Once more, the need for an objective, transcendent standard demands to be recognized.

Furthermore, if Morality is not grounded in God, who or what is the United Nation for it to arbitrate and say that there is an "objective" sense of ownership and self-determination, but guided by overarching principles of "realization of a just and equitable international economic order"? (Cf. Preamble, United Nations Convention on the Laws of the Sea [UNCLoS]).

History reminds: the Nuremberg Trials, 1946 were not executed solely because of the reason or logic of a specific geopolitical party, but out of UNIVERSALS AND ABSOLUTES, stipulating:

"The following acts, or any of them, are crimes coming within the jurisdiction of the Tribunal for which there shall be individual responsibility:

(a) CRIMES AGAINST PEACE: namely, planning, preparation, initiation or waging of a war of aggression, or a war in violation of international treaties, agreements or assurances, or participation in a common plan or conspiracy for the accomplishment of any of the foregoing ;

(b) WAR CRIMES: namely, violations of the laws or customs of war. Such violations shall include, but not be limited to, murder, ill-treatment

or deportation to slave labor or for any other purpose of civilian population of or in occupied territory, murder or ill-treatment of prisoners of war or persons on the seas, killing of hostages, plunder of public or private property, wanton destruction of cities, towns or villages, or devastation not justified by military necessity;

(c) **CRIMES AGAINST HUMANITY:** namely, murder, extermination, enslavement, deportation, and other inhumane acts committed against any civilian population, before or during the war; or persecutions on political, racial or religious grounds in execution of or in connection with any crime within the jurisdiction of the Tribunal, whether or not in violation of the domestic law of the country where perpetrated.”

In any atheistic framework, morality is derived on how People agree on what is normative or non-normative on the basis of Contract (i.e., Social Contract). But then again, it begs the questions: Where does the CONTRACT base its terms? Where do the agreeing parties get their terms?

By reason and logic, humans only discovered, **NOT FOUNDED**, these **UNIVERSALS AND ABSOLUTES**. In the final analysis, human reason as ground for morality that strives to achieve peace and prosperity in an arbitrary way dies a death of a thousand qualifications since, if human reason is the moral anchor, then all humans who are capable of reasoning could claim to be an anchor, practically leaving and having no anchor at all.

To this effect, Atheism needs to smuggle in the Christian notions of law and order to sustain its framework (Morality shouts... **UNFAIR!**).

Finally, Morality is binding and necessary with reference to moral accountability. This statement logically flows out from the undeniable notion of **MORAL OBLIGATION**, both in the immediate and ultimate levels. Christian theism tells informs that “while we (the believers) are in the world, we are not of the world (John 15:19, ESV, 2021)”. Simply, life is not only in the here-and-now, but there is the ultimate, transcendent state—the realm of the afterlife where cosmic justice awaits. Christians rather call this as the **Blessed Hope**, when the Christ returns and judges the living and the dead and gives the ultimate verdict on all crimes and injustices that seemed to have escaped human laws. The Russian novelist, Leo Tolstoy,

captures this notion in his story “God sees the truth, but waits”. Needless to say, but God stands as the moral law giver.

Far from being just a wishful thinking, the hope for moral accountability unto cosmic justice is not just a mere invention of the Church Fathers who allegedly made an illusion of the blissful afterlife to maintain control over the believers. Theist and Atheist Anthropologists and Mythicists alike agree that heaven, if it were “an illusory, wishful desire to escape injustice and suffering” is not the only common theme in the base cultural narratives of peoples and tribes, but also “hell”. Vulliamy, 1926 and Ellwood, 2008 separately account that if heaven was only a collective wish of bliss, what does “hell”—ultimate punishment— in all of these myths and cultures explain? It only proves that the sense of cosmic justice, that is the ultimate reward and punishment— is ingrained in the human psyche and is far from being merely invented and arbitrated. The Christian framework explains that “Eternity is put into man’s heart (Ecclesiastes 3:11, ESV, 2021)”, as Lewis, 1952 upholds: “Christianity asserts that every individual human being is going to live forever, and this must be either true or false”.

Atheism could not have an account for this notion of “eschatology”. While it upholds Moral accountability in the here-and-now, it does not and cannot claim any sense to a transcendent, ultimate justice because there is no afterlife to expect (Cf. Lamont, 1997). In the absence of the transcendent realm, atheism concedes to the injustices it so-called “immoral”, as ultimate and final. In atheism, people who commit atrocities—great or petty— perish with their crime, without punishment, without accountability. In atheistic framework still, the cosmos grants the likes of Hitler, Stalin, Mao and Polpot and the mundane drug pushers that the present Duterte administration runs after a, “cosmic acquittal without any trial”. If this was true, then atheism does not take away the pain. It only takes away the hope.

Conclusions

Now that the aforementioned terrains of morality (both on ontology and epistemology) were explored on the standard of plausibility, it is not far from reason to believe that one has proven that Christian theism offers the best explanation of the existence of objective moral values and duties. It has a full account of why, at all, humans have this complex moral experience that bespeaks of the here-and-now and anticipates the beyond.

If God is not the ground of morality, if Christian theism is false, and the contrary (i.e., atheism) was true, this one question remains: why must

people think that human beings have an objective moral worth, when in a relatively short period of time, they will just all perish together with this infinitesimal speck of dust, called the planet earth? Fortunately, rather providentially, "Somebody" from the outside says (to this extent): *I don't want you to perish, but have eternal life, because you are important to Me even before the creation of all space, time, matter, and energy.*

Recommendations

In light of the foregoing discussion, following are the recommendations:

1. Localised version and context of the discussion can be done, e.g., cultural and educational implications of the Judæo-Christian moral-ontological framework.

2. True and formal experimental, i.e., Quantitative, studies can be executed for tertiary subjects in Ethics and Moral Philosophy, applying the Judæo-Christian moral-ontological framework.

3. More Filipino Christian philosophizing could be explored as the Philippine society faces the tides of secularism and postmodern cultural influences.

4. Segmented philosophical analysis can be explored, within each area of Philosophy (e.g., Metaphysics, Epistemology, etc.), from a consciously and alternatively Judæo-Christian stance.

5. Pluralistic discourse can be employed in the discussion of certain issues, especially those that particularly marginalizes the Judæo-Christian perspective as a viable academic stance.

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Musicionary: A Glossary for Teaching Western Music

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Abstract: Music as a subject area serves as a student's creative avenue of expressing ideas and emotions by setting and considering its different elements. It is an instrument of unity that symbolizes the supremacy of living culture and ties people around shared beliefs and aspirations. In line with the teaching of the subject, different problems that hinder effective learning for it, such as incorrect pronunciation and usage of words and terminologies, may affect students' performance, most especially in the teaching of western music. This research is focused on the utilization of a teacher-made compilation of technical terms that will supplement the teaching of the subject.

Keywords: *Musicionary, Music, Western Music, Supplementary Material, Instructional Material*

Introduction

Music is one of the components of MAPEH subject being taught in both private and public elementary and secondary schools in the Philippines. This also serves as people's creative avenue of expressing ideas and emotions by setting and considering the different elements of it. It is an instrument of unity, symbolizing the supremacy of living culture and to tie people around shared beliefs and aspirations.

Section 1 of Republic Act No. 4723 or Music Law gives importance to the teaching of the subject in the curricula of elementary and secondary schools. To comply with it, the Department of Education includes its teaching from the elementary to junior high school as the K-10 Music Curriculum embodies the best practices advocated by the spiral, multi-cultural, and integrative approaches in music education, as well as current philosophical thought about contemporary general education (K to 12 Music Curriculum Guide, 2016).

Consequently, as experienced by the researchers and the students, there are a lot of foreign words included in the discussion that are difficult to pronounce and understand which is very critical in the actual learning. These difficulties can be reflected in the test results for the school year 2018-2019 that focus on narrating the life and works of classical composers, explaining the performance practice during the Classical Period, and describing musical elements of given classical period pieces. Incorrect pronunciation,

usage of words, and terminologies are factors that may affect these low performances of students.

Pronunciation is one area of teaching which is often neglected. This is evident in the way that pronunciation is treated in most coursebooks. There are a few teachers who say they try and do some pronunciation in most lessons; the majority either do very little or none at all. Quite clearly, it is both incredibly complex and an important area for teaching and learning. Moreover, it is not just about producing the right sounds or stressing the right syllables, it is also about helping students understand what they hear. (Tennant, 2015).

On the other hand, identifying the part of speech may help the students to use the words properly. To be able to narrate, explain, and describe western music, teachers and students should give importance to the pronunciation of terminologies or words used in teaching this lesson. Furthermore, it would be easier for students to remember words or terms and determine its use if it is well-pronounced.

This situation inspires the researchers to develop a booklet that contains words or terminologies and its proper pronunciation, part of speech, and usage in a sentence that can be encountered in teaching Western Music. This booklet can be used by MAPEH Teachers in the district of Pililla as supplementary material in teaching selected topics in Music 9 and aid to properly pronounce the terminologies to be used in teaching. This will also help the students to properly pronounce and use the words and terminologies in western music and to better understand the use of it.

This will help promote learner's artistic expression and cultural literacy, celebrate one's national heritage, and be proud of own cultural identity

Theoretical Framework

This study was anchored on Second Language Acquisition Theory by Stephen D. Krashen (1981) which focused on the importance of bilingual education which is applicable to learning not just English as a second language but acquiring any foreign language.

This also highlights the varieties of bilingual education from the manner, amount, type, and purpose of language use in teaching. Furthermore, it also implies that students learn a second language through formal instruction, in which they participate in formal study to gain knowledge of the target language.

Moreover, the utilization of a teacher-made booklet that contains words and its proper pronunciation, part of speech, and usage in a sentence that can be encountered in teaching Western Music is affixed in the theory as understanding the nature and context of the terminologies that will be encountered in the lesson will provide positive influence in the comprehension of the topics discussed.

Methodology

This study aimed to assess the effectiveness of the developed supplementary material in teaching Western Music. Moreover, it was sought to answer the following questions:

1. How is the 'Musictionary' for teaching western music be developed?
2. What is the level of performance of Grade 9 learners in the experimental and control groups as revealed by the pretest and posttest scores with respect to the different lessons in Western Music?
3. Is there a significant difference on the level of performance of Grade 9 learners in the experimental and control groups as revealed by the pretest and posttest scores with respect to the different lessons in Western Music?
4. Is there a significant difference on the level of performance of Grade 9 learners in the experimental and control groups as revealed by the posttest scores with respect to the different lessons in Western Music?

The study was conducted at Bugarin National High School from June 2019 to March 2020 participated by the 66 grade 9 students categorized as

the control and the experimental groups distributed as follows:

Table 1
Distribution of Respondents

Level	Number of Students
Grade 9 Aquamarine (Control Group)	31
Grade 9 Jade (Experimental Group)	35
Total	66

The study made use of the experimental method of research to test the effectiveness of the developed module. It was employed by categorizing the learners into control and experimental groups where the same methodology, strategies, and learning opportunities were given among the different groups except the developed 'Musictionary' was provided to the experimental group as a supplement in the teaching process.

A researchers-made multiple-choice test was developed to test the performance of the control and experimental groups before and after the discussions of the lesson every quarter. To test the reliability of the material, it undergone pilot testing among the selected grade 10 students of Bugarin National High School.

Upon analyzing the difficulty and discrepancy of the test items during the try-out, 52 items were retained, 17 needs revision, and 11 items were rejected from the original 80-item test. From this, a pretest and post-test were developed and administered to both groups to determine the significant difference in the level of performance before and after exposure to the developed material to the two groups of grade 9 learners divided heterogeneously.

The researchers-made tests (pretest and posttest) were utilized to determine the level of performance of the students in Western Music with respect to the different lessons. To determine the scope of the test to be constructed, the researchers created a table of specifications (TOS) based on the learning competencies stated in the curriculum guide for K to 12 Basic Education Curriculum in Music for Grade 9.

The test was administered to the two groups of students after the exposure of the experimental group in the developed material in a quarterly manner before and after the unit ends with range and verbal interpretation as follows:

10 items	30 items	Verbal Interpretation
8.00 –10.00	24.00-30.00	Outstanding (O)
6.00 –7.99	18.00-23.99	Very Satisfactory (VS)
4.00-5.99	12.00–17.99	Satisfactory (S)
2.00-3.59	6.00-11.99	Fairly Satisfactory (FS)
0-1.99	9-5.99	Poor (P)

Moreover, the following were employed for the analysis and interpretation of data:

To determine the level of performance of Grade 9 learners in the experimental and control groups as revealed by the pretest and posttest scores with respect to the different lessons in Western Music, mean was employed.

To determine the significant difference in the level of performance of Grade 9 learners in the experimental and control groups as revealed by the pretest and posttest scores, dependent T-test was employed.

To determine the significant difference in the level of performance of Grade 9 learners in the experimental and control groups as revealed by the posttest scores, an independent T-test was employed.

Body/Findings

The following are the analysis, tabulation, and interpretation of data based on the stated research questions. The data and statistical findings are presented and given implications to concretize the concepts.

Development of the ‘Musictionary’ for Teaching Western Music

The development of the material followed a series of the product-oriented learning model with certain phases such as needs analysis phase, design phase, and development and implementation phase followed by a thorough evaluation and revision process as suggested by Hannafin-Peck Model (1988) as discussed by Bradbury, Tahini, and Dadykin (2018) on their study titled “Fundamentals of New Effective System to Accelerate Language Acquisition Using Visual Approach” as shown in figure 1 on the right.

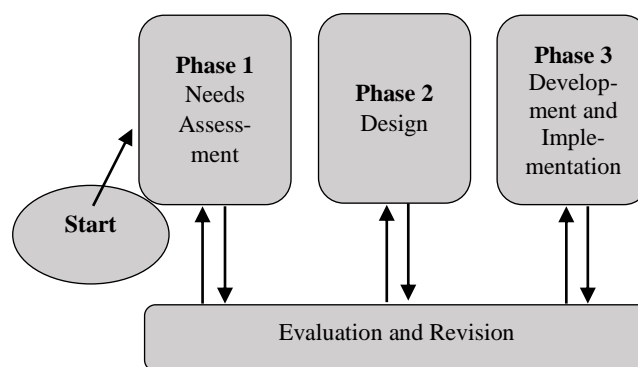


Figure 1
Hannafin-Peck Model in the Development of Musictionary

A needs assessment is the first phase in the development of the material. The researcher analyzed the result of the test result in the last school year, 2018-2019 for the subject and the difficulties encountered by the students following the updated curriculum guide for Music 9. In this stage, the idea of drafting a glossary for teaching western music was conceptualized.

In the design phase, the researcher carefully defined the type of materials to be used, including the overall design, learning theories, and content to be included. This is the process of walking through the lessons in the subject area and developing a storyboard or layout by bringing together all the pieces to decide how to fill the performance gaps and fulfill the learners' needs. Teachers of the English subject were also consulted to gain feedback and accuracy of the content of the glossary.

In the last phase of development and implementation, the researcher put the puzzle pieces together to come up with a structure by forming the ‘Musictionary’ which includes the alphabetically arranged list of words encountered in teaching Western Music, its proper pronunciation based on the International Phonetic Alphabet (IPA), the part of speech, and its usage in a sentence

Thorough evaluation and revisions were made in each phase to ensure the quality and accuracy of the materials developed. In the needs assessment phase, evaluation and revision happen by consulting the curriculum guide as the backbone of any course goal with documentary analysis on the test result for the last school year. For the design phase, experts were consulted in the technical aspect of the development of the glossary well as the accuracy of the content and for the development and implementation phase, existing materials were used as a basis of comparison were used to evaluate the physical and technical aspects of the material.

The Level of Performance of Grade 9 Learners in the Experimental and Control Groups as Revealed by the Pretest and Posttest Scores with Respect to the Different Lessons in Western Music

Table 2 presents the performance of the grade 9 learners in the experimental and control groups as revealed by the pretest and posttest scores with respect to the different lessons in Western Music.

Table 2
Obtained Mean on the Level of Performance of Grade 9 Learners in the Experimental and Control Groups as Revealed by the Pretest and Posttest Scores with Respect to the Different Lessons in Western Music

Units	Experimental Group					
	Pretest			Posttest		
	\bar{x}	Sd	VI	\bar{x}	Sd	VI
Music of Medieval, Renaissance and Baroque Period	2.48	1.25	FS	7.03	1.21	VS
Music of Classical Period	2.54	1.4	FS	6.94	1.33	VS
Music of Romantic Period	2.11	0.85	FS	8.11	1.14	O
Grand Total	7.14	2.27	FS	22.08	2.00	VS
Units	Control Group					
	Pretest			Posttest		
	\bar{x}	Sd	VI	\bar{x}	Sd	VI
Music of Medieval, Renaissance and Baroque Period	2.58	0.98	FS	4.35	0.97	S
Music of Classical Period	2.26	1.39	FS	4.29	1.35	S
Music of Romantic Period	2.06	0.95	FS	4.58	1.04	S
Grand Total	6.90	2.23	FS	13.23	2.06	S

The table reveals that with respect to the different lessons in Western Music, the students in the experimental group performed fairly satisfactory in the pretest with an obtained mean of 2.48, 2.54 and 2.11

with a total of 7.13. Upon exposure to the material, the students in the experimental group shown improvement in all lessons with an obtained mean of 7.03 for the first unit and 6.94 for the Music of Classical Period, both verbally interpreted as very satisfactory while it is noticeable that the group performed outstanding in the discussion in the music of romantic period after exposure to the material with an obtained mean of 8.11.

On the other hand, the students on the control group performed also performed fairly satisfactory in all the lessons in Western Music as revealed by the pretest with a weighted of 2.58, 2.26 and 2.06 respectively. Then, after discussion of the different lessons from first to third quarter, the students in the control group also improved to satisfactory with a weighted mean of 4.35, 4.29 and 4.58 respectively with a grand mean of 13.22 verbally interpreted as satisfactory.

It implies that both the students in the experimental and control groups shows improvement in their performance as revealed by the pretest and posttest scores. However, it is noticeable that the learners from the experimental group performed better as compared to the control group and shows higher academic development with as revealed by the obtained means in all lessons.

The result of the study is parallel to the research conducted by Ferreira (2011) which suggests that to help learners understand the meaning of words, it would be helpful to compile a glossary of concepts in English and when a particular concept is discussed to refer to the glossary and explain the English definitions in simple English and if this fails, to do so in the mother tongue where necessary.

Significant Difference on the Level of Performance of Grade 9 Learners in the Experimental and Control Groups as Revealed by the Pretest and Posttest Scores with Respect to the Different Lessons in Western Music

Table 3 presents the significant difference on the level of performance of the grade 9 learners in the experimental groups as revealed by the pretest and posttest scores with respect to the different topics.

The result reveals that there is a significant difference on the level of performance of the experimental group upon exposure to the developed 'Musictionary' as a supplementary material for all lessons in teaching Western Music as uncovered by the posttest scores obtaining a p-value of .00 which is less than 0.05 level of significance which implies that the

use of the developed material contributes to the improvement of the performance of the experimental group.

Table 3

Significant Difference on the Level of Performance of Grade 9 Learners in the Experimental Group as Revealed by the Pretest and Posttest Scores with respect to the Different Lessons in Western Music

Lessons		Mean	Sd	MnDf	T	df	Sig.	Ho	VI
Music of Medieval, Renaissance and Baroque Period	Pretest	2.48	1.25	4.55	15.17	34	0.00	R	S
	Posttest	7.03	1.21						
Music of Classical Period	Pretest	2.54	1.40	4.40	16.14	34	0.00	R	S
	Posttest	6.94	1.33						
Music of Romantic Period	Pretest	2.11	0.85	6.00	25.10	34	0.00	R	S
	Posttest	8.11	1.14						
Grand Total	Pretest	7.14	2.27	14.94	30.81	34	0.00	R	S
	Posttest	22.08	2.00						

The data supports the research conducted by Šmite, Wohlin, Galviņa, & Prikladnicki (2012) which reveals that the need for accurate terminology and definitions for different global sourcing situations emerges as a way for the community to build upon each other's work and hence making progress more quickly.

Table 4 presents the significant difference on the level of performance of the grade 9 learners in the experimental groups as revealed by the pretest and posttest scores with respect to the different topics.

Table 4

Significant Difference on the Level of Performance of Grade 9 Learners in the Control Group as Revealed by the Pretest and Posttest Scores with respect to the Different Lessons in Western Music

Lessons		Mean	Sd	MnDf	T	df	Sig.	Ho	VI
Music of Medieval, Renaissance and Baroque Period	Pretest	2.58	.98	1.77	7.27	30	0.00	R	S
	Posttest	4.35	.97						
Music of Classical Period	Pretest	2.26	1.39	2.03	7.16	30	0.00	R	S
	Posttest	4.29	1.35						
Music of Romantic Period	Pretest	2.06	.95	2.52	7.11	30	0.00	R	S
	Posttest	4.58	1.04						
Grand Total	Pretest	6.90	2.23	6.90	13.81	30	0.00	R	S
	Posttest	13.22	2.06						

Statistically, it was found out that there is a significant difference on the level of performance of the control group as revealed by the pretest and posttest scores with respect to the different topics obtaining a p-value of .000 which is less than 0.05 level of significance, hence it led to the rejection of the null hypothesis, resulting in significant difference on the

performance of between the pretest and posttest which implies that there is also an improvement on the performance of the students in the control group utilizing the suggested methodology and strategies in the K to 12 learners materials even though there are some difficulties focusing on the terminologies used in teaching western music.

This is in connection to the study conducted by Dizon, Calbi, and Miranda (2019) which reveals that K to 12 programs gave graduates the ability to become competitive on their own chosen field of specialization who possessed with the necessary skills and competencies.

Significant Difference on the Level of Performance of Grade 9 Learners in the Experimental and Control Groups as Revealed by the Posttest Scores with Respect to the Different Lessons in Western Music

Table 5 presents significant difference on the level of performance of grade 9 learners in the experimental and control groups as revealed by the posttest scores with respect to the different lessons in Western Music.

Table 5

Significant Difference on the Level of Performance of Grade 9 Learners in the Experimental and Control Groups as Revealed by the Posttest Scores with Respect to the Different Lessons in Western Music

Lessons		Mean	Sd	MnDf	df	T	Sig.	Ho	VI
Music of Medieval, Renaissance and Baroque Period	Experimental	7.03	1.21	2.69	63	9.82	0.00	R	S
	Control	4.35	.97						
Music of Classical Period	Experimental	6.94	1.33	2.65	63	7.90	0.00	R	S
	Control	4.35	1.35						
Music of Romantic Period	Experimental	8.11	1.14	3.53	63	12.96	0.00	R	S
	Control	4.58	1.04						
Grand Total	Experimental	22.08	2.00	8.86	63	17.38	0.00	R	S
	Control	13.22	2.06						

The data revealed that statistically, there is a significant difference on the performance of the control and experimental group as uncovered by the posttest scores with respect to the different topics in Western Music obtaining a p-value of .000 which is less than 0.05 level of significance, hence it led to the rejection of the null hypothesis, resulting significant difference on the level of performance of the two groups.

This means that the use of the 'Musictionary' as a supplementary material in teaching western music leads to much greater academic achievement among the students as compared to the usual method of teaching which can be noticed from the obtained total mean of 22.08 in the experimental group as compared to the obtained total mean of 13.22 for the control

group with a mean difference of 8.86. It implies that providing students more opportunity to understand deeper the use of technical terms in the subject area makes learning more meaningful and effective.

The result of the study is parallel to the study by Ma (2019) which reveals that dictionary apps have become essential tools for students to learn a language as well as facilitate their academic studies; bilingual dictionaries with multiple functions and rich resources are meaning decoders that help students engage in learning both in their subject courses and English learning.

Conclusions

The output of the action research will be of great help in the different level of the educational system.

In light of the findings of the study, the paper concluded that:

1. The Hannafin-Peck Model well-matched in the development of the 'Musictionary',
2. The strategies and methodologies suggested by the K to 12 Curriculum Guide and Learner's Materials in Music 9 is effective in the acquisition of competencies for the lessons included,
3. Students generally performed much better upon exposure to the developed glossary for teaching western music, and
4. The developed glossary for teaching western music helps in improving much better the achievement of skills and competencies of the students.

Recommendations

Furthermore, the paper recommends the following:

1. Teachers across subject areas should develop supplementary materials for clarifying technical terms used in the discussion,
2. The unlocking of difficulties for clarifying unfamiliar words as part of the introductory phase of the lesson is necessary.
3. Teachers handling Music 9 may utilized the developed material, the 'Musictionary', as the material found to be effective,
4. The contents of the glossary must be updated as needs arises,

5. The researchers should conduct a research on the acceptability of the developed supplementary material utilizing different criteria among subject matter and language experts to establish its validity,
6. Consult with Information and Communications Technology (ICT) experts for the inclusion of the audio for the pronunciation of words in the developed e-copy of the 'Musictionary'.
7. Future research may focus on the other aspects assessing the performance of students and other groups of respondents, and
8. Disseminate results and benchmark the utilization of the developed material.

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University of Rizal System Faculty Research Productivity

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Abstract: The study focused on the faculty research productivity of University of Rizal System (URS) Academic Years (AY) 2015-2019. This identifies the extent of productivity of researchers among the individual faculty, the perceived role of the university management in faculty research productivity and the relationship of the status of researches and perceived role of the management with the productivity of individual faculty research. Descriptive method utilizing quantitative and document analysis were adopted. Frequency percentage, mean and standard deviation, F test or one-way analysis of variance (ANOVA) and Pearson r correlation were used to analyze the data. The result indicates that most of the respondents are in the age bracket of 41-45 years old, female, with doctorate degree, with academic ranks of Assistant and Associate Professor, have 2 and below completed researches which are basic research. Furthermore, the status of research with respect to completion, presentation and publication in general as fairly satisfactory. The productivity of faculty research among the individual faculty and the University is interpreted to a very great extent. In addition, the roles of the management were found to be of great extent to the faculty research productivity as perceived by the respondents. Even though URS has its Research Manual and Academic Manual, majority of the respondents affirmed that workload/deloading/designation is the topmost problem of the faculty in conducting research. The possibility of reviewing the URS research manual to enhance the research productivity and cope up with the current policies.

Keywords: *Research Productivity, Faculty Researchers, Research, University*

Introduction

University of Rizal System (URS) as the only chartered state university in the Province of Rizal encourages its faculty members to engage and conduct researches to satisfy the mandate of the university in offering higher professional and technical instructions and promoting research & development for utilization to the development goal of the province.

Research is a strategic way that can influence academics towards the goal of creating and disseminating new knowledge, fulfilling the vision and mission of the university, cascading the needs of the community, creating and collaborating with other researchers most essentially for self-development and promotion of faculty members. In addition, it is very personal work as the faculty members who want to conduct research must be the ones to identify problems and gaps to be addressed under the faculty members initiative and diligence (Aquino, 2014).

This research was focused and aimed to measure the faculty research productivity of URS as to the extent among individual faculty, perceived role of the university management in faculty research productivity, as well as the relationship of the status of researches and perceived role of the management with the productivity of the individual faculty researcher. Faculty members who are study/research leaders with approved and completed institutionally funded research and have direct accountability for the conduct

and output of the research project for Academic Years (AY) 2015-2019 from the ten (10) campuses of URS.

URS Faculty members conduct research in their field of specialization, the Research Development, Extension and Production division (RDEP) thru the Director for Research and external evaluators in reference with the policy and provision stated in the URS Research manual peruse the relevance and financial soundness of the research proposal for approval and conduct. The research unit also provides assistance to faculty researchers in order to resolve problems and issues encountered during the conduct of the research. Moreover, researchers are required to complete their research project in a given duration and utilized the budget approved. After completion, presentation, publication and effective utilization of the output validates researchers' effort, motivates scholars to continue to discover new knowledge, reinforces professional accountability (Walugembe, et. al., 2015) and is highly recommended for the beneficiaries and stakeholders.

The importance for the URS as it offers information on certain factors that can impact faculty research productivity. Understanding how research productivity differs among individual faculty helps decision makers in identifying and designing alternative strategies to enhance research productivity. SUC level allow the categorization of the different types of institution from Level I to IV with the latter as the highest in terms of institutional performance

indexed to the four (4) Key Results Area (KRA): quality and relevance of instruction, research capability and output, services to the community and management of resources. Furthermore, determines the budget that will be allocated by the national government to a certain university. However, according to Calma (2010), the higher education receives two percent (2%) of the national budget which is directly funded to SUC's then allocate a portion toward research and research training. In SUC levelling, research capability and output are being measured including percentage of faculty researchers to the total of regular faculty, externally funded research in the past three (3) years, completed research based papers published in an international and scopus journal, presented in local and international fora/conference, citations and inventions in the past three (3) years. These variables will be beneficial to the faculty members for their promotion and financial gain as well as the University for SUC levelling/ranking accreditation of programs and research productivity. With this the extent of the research productivity will measure both the faculty and the university's capacity in research and understand the problems difficulties in conducting research that are needed to be addressed.

Theoretical Framework

The research was anchored on Human Capital Theory by Gary Becker (1962) which revolves around the basic views on investment on human resource and transforms it into knowledge and ideas. Similarly, investing in education leads to economic growth through increased productivity, social stability and healthier lifestyles (Frese, et. al., 2010). Moreover, this theory states that human capital is directly useful in the production process also increases a worker's productivity in all tasks though possibly in different tasks, organizations and situations. However, the role of human capital in the production process may be quite complex, there is a sense in which one can think of it is as represented by a unidimensional object, such as the stick of knowledge or skill and this stock is directly part of the production function. Thus, faculty members conducting research are funded by URS are responsible for the completion of the research project that are utilized by the beneficiaries and stakeholders.

This research was also anchored on the Agency Theory by Stephen A. Ross (1973) which revolves around the basic views on two party relationships between organizational executives and stakeholders. This theory states that relationship between management and members of the organization and delegation of control. It explains how best to organize relationships in which one party determines

the work and which another party performs or makes decision on behalf of the management. In return, performance-based compensation is used to achieve a balance between management and members of the organization. Hence, URS faculty researchers are bounded by an agreement that they will accomplish their research in a specific timeframe and proper utilization of research fund. The top management monitor and evaluate the conduct of the research making sure that issues and concerns were addressed to achieve the expected output.

Methodology

This research utilized the descriptive method of research with quantitative data and relevant sources in order to measure the URS faculty research productivity for AY 2015-2019.

The respondents of this research were the one hundred twenty-three (123) faculty members which are study/research leader with completed and internally funded research projects. The number of the respondents were pre-determined by the researcher and was selected via purposive sampling.

A researcher-made and validated survey questionnaire was the instrument in collecting data from the respondents. This was personally distributed to the respondents in their free time and indulgence. Also, an unstructured type of interview was conducted right after the respondents have answered the questionnaire and questions regarding the study were also entertained. In addition, document analysis was also utilized for the systematic procedure for reviewing or evaluating documents both printed and electronic material with the permission of the URS research unit.

Comments and opinions found relevant and have a high effect on the study were incorporated on the analysis of the results and findings. However, these responses were used only in evaluating the accuracy of the answers in the given questionnaire and were measured in making proper recommendation.

Results/Analysis

Table 1. Demographic profile of the respondents.

Sex	f	%
Male	49	39.8
Female	72	58.5
No Answer	2	1.6
Total	123	100.0
Age		
35 years old below	6	4.9
36 - 40 years old	16	13.0
41 – 45 years old	29	23.6
46 – 50 years old	27	22.0
51 years old	27	22.0
No Answer	18	14.6

Total	123	100.0
Highest Educational Attainment		
Doctorate Degree	46	37.4
with Doctorate units	45	36.6
Master's Degree	21	17.1
with Master's units	7	5.7
No Answer	4	3.3
Total	123	100.0
Academic Rank		
Instructor I	14	11.4
Instructor II	2	1.6
Instructor III	6	4.9
Assistant Prof I	25	20.3
Assistant Prof II	4	3.3
Assistant Prof III	7	5.7
Assistant Prof IV	8	6.5
Associate Prof I	16	13.0
Associate Prof II	6	4.9
Associate Prof III	4	3.3
Associate Prof IV	6	4.9
Associate Prof V	12	9.8
Prof I	2	1.6
Prof II	3	2.4
Prof III	3	2.4
Prof IV	1	.8
Prof VI	1	.8
No Answer	3	2.4
Total	123	100.0
Academic Rank		
Instructor	22	17.90
Assistant Professor	44	35.80
Associate Professor	44	35.80
Professor	10	8.10
No Answer	3	2.4
Total	123	100.0
Number of Research		
2 and below	77	62.6
3 - 6	36	29.3
7 and above	7	5.7
No Answer	3	2.4
Total	123	100.0
Type of Research Conducted		
Basic	104	84.60
Applied	31	25.20

Table 1 shows that majority of the respondents are female with a frequency of 79 and male with a frequency of 49 while, 2 of the respondents chose no to answer. This implies that most of the faculty of URS engaged in research are female hence women may have more intrinsic motivation given the common opportunities and resources available in the university. Agreeing to Ayala & Garcia (2013), there was a domination of female research managers in higher education institution in Region IVA but as argued by Mangheni, et. al., (2019), that agricultural research

programs are generally implemented in a manner that has excluded women's participation and benefits.

Most of the respondents are on the 41-45 years old age bracket with a frequency of 29, 35 years old and below has the least frequency of 6 while 18 of the respondents did not answer. This implies that the prime age in conducting research in URS is between 41-45 years old. Given the same work schedule and resources, these age group find research activities complementing their energy and time management to pursue scholarly works.

As presented in Table 1, 46 of the respondents have doctorate degree and the least is with mater's unit with a frequency of 7 while 4 of them did not responded. This reveals that faculty with doctorate degree in URS dominated the passion to pursue research activities that are obviously attributable to their academic preparations and research compliance from universities they completed their respective higher degrees of specialization.

Most of the respondents are assistant and associate professors with both frequency of 44 and professor rank have the least frequency of 10. This denotes that researchers in URS involve more assistant and associate professor ranks that are presumed to be contributory to their aspiration to receive rewards, deloading and earned points for promotion. Contrary to Alzuman (2015), that full professors had the highest level of research productivity in universities that attributes to their rank.

Table 1 reveals that 77 have 2 and below completed researches, 7 have 7 and above completed researches while 3 of the respondents did not answer. This implies that the number of completed researches of faculty is low and only belongs to the 2 and below bracket leading the concerns that need to be addressed based on the inferences revealed in the results.

Basic research dominates the type of research conducted by the faculty of URS with a frequency of 104 whereas applied research has only a frequency of 31. It seems that researchers are more inclined with the convenience and expecting immediate return benefits of the research rather that creating new knowledge worth emulating and sharing in publications. Applied research were not only much more able to demonstrate the impacts from their research, but this in turn meant they are at great advantage when it comes to publication (Grove, 2017).

Table 2. Status of Researches in URS in terms of completion.

Completion	Number of Research	f	Mean	Verbal Interpretation
Research Completed within the original time frame	None/0	4	2.56	Fairly satisfactory
	1	59		
	2-5	49		
	6-10	7		
	11 or more	3		
	No Answer	1		
	Total	123		
Research Maximizing budget allocation	none	11	2.37	Fairly satisfactory
	1	67		
	2-5	35		
	6-10	6		
	11 or more	3		
	No Answer	1		
	Total	123		
Research Compliant to URS agenda, CHED Research agenda, Regional and National R&D Agenda	none	6	2.68	Satisfactory
	1	51		
	2-5	46		
	6-10	14		
	11 or more	5		
	No Answer	1		
	Total	123		
Average			2.54	Fairly satisfactory

Table 2 presents that research compliant to URS agenda, CHED agenda, Regional and National Agenda has the highest mean of 2.68 verbally interpreted as Satisfactory. On the other hand, completed research maximizing budget allocation has the lowest mean of 2.37 verbally interpreted as Fairly Satisfactory. Overall, the average mean status of the

faculty researches of URS in terms of completion is 2.54 verbally interpreted as Fairly Satisfactory.

The result indicates that completed researches of URS satisfactorily complied with the institutional agendas and this was validated in the review and evaluation of research proposals that all proposals should be aligned to research thrusts and agenda as stated in the URS research manual. On the other hand, the respondents perceived that budget allocation still fall short to satisfy the requirements of conducting intensive research. According to Mahilum (2012), the relevant faculty research must be undertaken in accordance with approved research agenda. Researches that are not within the research agenda of the school will not find useful benefits in research utilization. Moreover, academic institutions anchor its research agenda aligned along the research priorities of funding agencies (Roberto & Revilla, 2009). In addition, as denoted by Uy et al. (2014), that research grants and budget allocations from the university resources places it at the mercy of the administrator's availability of funds and knowing the importance of research it is then judicious to look into its financial sustainability. Administrators focused on the research output of the faculty members conducting research. The financial assistance and support are always given for the betterment of the performance of the faculty researchers.

Table 3. Status of Researches in URS in terms of presentation.

Presentation	No. of Research	f	Mean	Verbal Interpretation
Presented in Local / university agency in-house review/ congress/ conference in the past 3 years	none	10	2.64	Satisfactory
	1	51		
	2-5	42		
	6-10	11		
	11 or more	8		
	No Answer	1		
	Total	123		
Presented in regional/national fora/conference in the past 3 years	none	44	2.07	Fairly satisfactory
	1	41		
	2-5	19		
	6-10	9		
	11 or more	5		
	No Answer	5		
	Total	123		
Presented in international conference in the past 3 years	none	62	1.77	Poor
	1	29		
	2-5	17		
	6-10	6		

	11 or more	2			published in International Refereed journal and publication in the past 3 years	1	1		
	No Answer	7				2-5	7		
	Total	123				6-10	3		
						11 or more	2		
						No Answer	9		
Average			2.19	Fairly satisfactory		Total	123		
								1.41	Poor

Table 3 reveals that researches presented in local/university agency in-house review/congress/conference in the past three (3) years has the highest mean of 2.64 and verbally interpreted as Satisfactory. Whereas, presentation in international conference in the past three (3) years has the least mean of 1.77 verbally interpreted as poor. The result indicates that faculty research in URS was unsuccessful to maximize in the dissemination of research outputs in the international conference/fora whereas exchange of information and technology is at its full potential. However, the university is in full financial support as mandated by the URS Research manual and accounting rules and regulation for the presentation of research output locally and internationally faculty researchers make it a hard time looking for conferences/fora. Opposing to Babalola (2014), that most of the researchers used their personal money to attend conferences and other scientific forum.

Table 4. Status of Researches in URS in terms of publication.

Publication	Number of Research	f	Mean	Verbal Interpretation
Research-based paper published in University Refereed journal in the past 3 years	none	85	1.42	Poor
	1	18		
	2-5	7		
	6-10	4		
	11 or more	1		
	No Answer	8		
	Total	123		
Research-based paper published in National Refereed journal accredited by CHED in the past 3 years	none	8	1.37	Poor
	1	1		
	2-5	4		
	6-10	4		
	11 or more	1		
	No Answer	9		
	Total	123		
Research-based paper	none	9	1.37	Poor

As shown in Table 4 that research-based papers published in the University Refereed journal in the past three (3) years have the highest mean of 1.42 verbally interpreted as Poor while research-based papers published in CHED refereed and international journal for the last three (3) years has the least with both 1.37 verbally interpreted as Poor.

This shows that overall, URS has poor rating in terms of publication of research-based paper and this implies that the University failed to create an environment conducive to faculty researchers for creativity and innovations that would make research outputs publishable to national and international refereed journals. Moreover, researchers chose not to pursue on publishing their research outputs as to their mindset that the process of refereeing takes a lot of time and effort to be accepted in any journal publication regardless of the level.

Table 5. Extent of Productivity of Faculty Researches to the Individual Faculty and to the University.

The extent of productivity of research to the faculty	Mean	Verbal Interpretation
1. Self-development	4.11	To a great extent
2. Promotion	4.04	To a great extent
3. Financial gain	3.52	To a great extent
4. Deloading	2.93	To some Extent
5. Research capability	3.70	To a great extent
6. Leadership opportunity / designation	3.44	To a great extent
7. Transfer of knowledge	3.75	To a great extent
8. Awards/Citations/Grants	3.40	To a great extent
Average	3.60	To a great extent
The extent of productivity of research to the University	Mean	Verbal Interpretation
1. SUC leveling/ Ranking	4.07	To a great extent
2 Provisions of the GAA	4.01	To a great extent
3. Performance Based-Bonus	4.05	To a great extent

4. Accreditation/Regional Recognition/Certification	4.03	To a great extent
5. Awards/Citations	3.68	To a great extent
6. External Funding/Linkage	3.48	To a great extent
Average	3.87	To a great extent
Grand Mean	3.73	To a great extent

Table 5 shows that self-development has the highest mean of 4.11 verbally interpreted as to a great extent while deloading has the lowest mean of 2.93 with verbal interpretation of to some extent on the other hand the average mean of the extent of productivity of researches to the individual faculty is 3.60 with a verbal interpretation of To a great extent. SUC levelling/ranking has the highest mean of 4.07 with a verbal interpretation of To a great extent while external funding/linkage has the lowest mean verbally interpreted as To a great extent. Over all the average mean of the extent of productivity of research to the university is 3.87 with verbal interpretation of To a great extent.

The respondents believe that completion of research works is contributory to their professional development. However, the deloading policies of the University as to the conduct of research activities has properly clarified and cascaded to all faculty members. Furthermore, with the normative financing adopted by the national government vis-a-vis completed researches and publications remained one of the most important niches to any university increase their levelling and consequently budget allocations. On the other hand, based on the results the lack of established engagements and networks of the university created the gaps for potential collaborations and partnership to produce more worthwhile researches. Furthermore, individual faculty and the University on the productivity of faculty research have a great extent in the productivity of research. Likewise, the faculty in terms of self-development is enhancing their skills in conducting quality research and in the University for the purpose of SUC Levelling/Ranking.

Table 6. Perception of the Respondents on the Roles of the University Management in Faculty Research Productivity

Roles of the management	Mean	Verbal Interpretation
1. Provide funding support	3.79	To a great extent
2. Promulgate policy intervention (reward, deloading, or incentives)	3.57	To a great extent

3. Provide flexibility in work schedule	3.38	To a great extent
4. Enhancement and Capacity Building	3.65	To a great extent
5. Establishment of research networks / links for collaboration	3.55	To a great extent
Average	3.60	To a great extent

It can be gleaned in Table 6 that the role of the management as perceived by the respondents to provide funding support has the highest mean of 3.79 while provide flexibility in work schedule has the lowest mean of 3.38 both verbally interpreted as To a great extent. Furthermore, the total average of the roles of the management to the faculty research productivity as perceived by the respondents is 3.60 verbally interpreted as To a great extent.

This implies that the role of the management primarily is to provide funding support for the research proposals in order for the conduct and accomplishment of faculty researches. However, in the insufficiency of university fund for research, external funding, linkage and collaboration may be considered to compensate the needed fund. In parallel with Zhou et. al., (2016), research funding plays an important role in influencing innovation and development of new knowledge. Research and development funding can promote economic growth and enhance scientific competitiveness, as well as help to advance societal development.

Likewise, the management should look into the aspect of schedule flexibility of faculty members on research activities, instruction, designation and other function. In addition, the most serious issues and concerns that faculty researchers actually have is the inadequacy of time among administrators and faculty to process research. Deloading of subjects is the least incentive provided by the institution to those who are conducting and have research efforts (Fetalver, Jr., 2014). Moreover, Sibanda & Begede (2015) stated that lack of time was a major constraint in a heavily congested teacher's load, which to them did not include research activities.

Table 7. Significant Relationship between the Status of Researches and Productivity of the Individual Faculty.

Extent of Productivity	Status of Researches	Pearson-r	Sig.	H ₀	VI
Productivity of the Individual faculty	Completion	.225	.013	R	S
	Presentation	.263	.003	R	S
	Publication	.187	.041	R	S

Legend: R – rejected S – significant

Table 7 reveals that there is a very low correlation between the status of researches and the productivity of the individual faculty. However, there is a significant relationship in the status of researches to the productivity of the individual faculty with respect to the status of the researches in terms of completion, presentation and publication since the obtained p-value of .013, .003 and .041 respectively which is less than the .05 significance level thus reject the null hypothesis.

The result shows that the productivity of the faculty researcher depends on the status of research such as completion, presentation and publication. It is true to the fact that completion, presentation and publication has a significant relationship with the productivity of faculty researches. Moreover, those three variables have relationship in the scholarly works of the researchers needed for their self-development and promotion. Consequently, with respect to the status of researches in URS in terms of publication it is rated as poor affecting the faculty research productivity of the University.

Table 8. Significant Relationship between the Perceived Roles of the Management and the Productivity of the Individual Faculty.

Productivity of Faculty Research	Pearson- r	Sig.	H ₀	VI
The extent of productivity of research to the faculty	.429	.000	R	S
The extent of productivity of research to the University	.462	.000	R	S

Legend: R – rejected S – significant

Table 8 presents that there is a significant relationship in the status of researches to the productivity of the individual faculty with respect to the extent of productivity of research to the faculty and to the university since the obtained both a p-value of .000 which is less than the .05 significance level thus reject the null hypothesis. This entails that the faculty research productivity also depends on the support of the management. Furthermore, the conduct of research which is essential to the university and to the faculty must be backed up with funding, less workload for the faculty and linkage to have a quality research output. Parallel to Acar (2012), that a very important institutional support in cultivating and nurturing the research climate are research incentives. Same importance in boosting the researchers would be the provision of facilities and equipment in support of

research function. Primary facilities provide better research sources and output, while incentives provide good attraction to undergo research.

Conclusions

Based on the findings of the study the faculty respondents are generally belonging to the age bracket of 41-45 years old, female, with doctorate degree, assistant and associate professor as their academic ranks, with 2 and below number of completed research and majority of them conducted basic research.

Presently the number of researches conducted as revealed fairly satisfied the minimum as per institutional target and regulatory agencies requirement but publication on the other hand is loosely neglected. The status of research in the University of Rizal System in general was fairly satisfactory on the other hand in terms of publication it is generally poor and therefore need appropriate action and programs to resolve the gap.

The productivity of research to the faculty as shown has a great extent on self-development of the faculty members of the university; university deloading is the common problem of faculty members in conducting research and the productivity of research to the university has a great extent on SUC Levelling/Ranking; on the other hand, External funding/Linkage is neglected.

It was reinforced the substantive roles of the University management to provide funding support to the faculty members to accomplish research. However, there is a rigid/inflexible work schedule that affect the efficiency of research completion that consequently influence the university research productivity.

Respondents' age and the number of completed researches are significant on the productivity of research to the university thus their contribution varies. The number of completed research has significant difference with respect to the productivity of research to the individual faculty. Based on the number of completed research individual faculty's research productivity is much appreciated.

One factor in the promotion of the faculty in the university is to engage in research. Completion, presentation and publication of research conducted by faculty members have a great impact on their promotion and are essential to the universities research productivity.

Recommendations

The University of Rizal System thru the Research Development Unit may design programs like rigid trainings and lectures specifically in making full blown research proposals, sending to conferences of

their discipline to inculcate the in-depth importance of research and becomes updated of the new trends in their field, in order for them to be encouraged and engaged in the call for proposals and other related research activities.

Top management may strictly implement the grants of incentives particularly in the deloading scheme in order for the faculty researchers to strengthen their urge to publish their research output in different accredited/recognized and reputable journals/publications.

Faculty researchers are encouraged to consider the national, regional and university research agenda and a benchmarking to come up with a more scholarly research. It is also ideal if all provisions that are directly involve on motivating faculty researchers be cascaded regularly to the faculty meetings, in-house seminars, campus orientations and multi-media presentations.

Research capability trainings and workshops spearheaded by the Research Development Unit for the writing of quality research and research output dissemination (presentation to fora/conferences, publication to journals) may be given continuous attention, effort and support and at the same time to explore potential linkages (national and international) to establish more feasible research collaboration for joint projects and funding.

The university may seriously take the policy among state universities and colleges that a faculty holding professorial rank must prioritize the involvement in research in order for the faculty researchers to be more productive. In addition, Continuous support to the faculty members conducting research by crafting long term university research strategic plan that will ensure the enhancement of the research productivity of the university.

Look at the possibility of reviewing the Research Manual of the university and to consider policy revisions to enhance the research productivity and address the needs of the present time.

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