BIBLIOGRAPHY

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ABSTRACT

This study determined the awareness and participation of the faculty and students of DMMMSU-SLUC in examining their extent of involvement and in assessing the forum's needs for the faculty and students in the College of Sciences in DMMMSU- SLUC using the quantitative and qualitative methods—set of questionnaire checklist, interview and observation methods. Specifically, it sought answers to the following questions: 1.) What is the level of awareness of the faculty and students of the College of Sciences in DMMMSU- SLUC on the existing eForum in the university?; 2.) What is the extent of participation of faculty and students on the existing eForum in DMMMSU- SLUC?; 3.) What is the level of needs of CS faculty and students on eForum in the university in terms of a.) Assignments, b.) Projects/term papers, c.) Community/university issues, d.) Others; and, 4.) What are the security and control measures implemented by the administrator and how are these achieved?

Results show that the faculty members are "Highly Aware" while the students are only "Moderately Aware" of the existence of eForum in the university website. In general; however, the respondents are "Moderately Aware" about the eForum's presence. Likewise, the respondents "Moderately Need" the eForum for assignments and term projects and "Highly Need" the forum on university/community issues.

Therefore, to further enhance the awareness and participation in the university's eForum, teachers may initiate the use of the forum as an extension for classroom discussions. Proper motivation for students particularly in the social and web- learning activity may be given attention.

INTRODUCTION

Background of the Study

The emergence of the World Wide Web resulted to the creation of a social web-based group that tackles specific issues and concerns or certain interests of individuals. It is a way to communicate and share their common interests in addressing specific issues using the internet. It is called eForum where members can verbalize their thoughts in a public discourse. What differentiates eForum from eGroup is the scope of audience. eGroup is limited only within a particular online group, while eForum is shared to non- members who are registered as well; thus making the forum public.

Thus, eForum, for this matter, makes an online public discourse more than just an interpersonal experience but a social bond.

As an online social community, it is a practical way to enable people to share their information, knowledge and experiences with each other. Once a person joined a particular eForum, members share, revise and discuss their ideas in written form via the forum site.

In the web or Internet there is a social web-based group that tackles on specific issues of communities. It is a group of people with common interests who use the Internet (web sites, email, instant messaging, etc) to communicate, work together and pursue their interests over time; hence, called an eForum or

electronic forum. Online communities are about people needing an easier and more accessible way to get together.

In DMMMSU where the institution adheres to technological and mobile learning, its mandate focuses on a vision, "to develop man in his totality, with a critical mind and appropriate technology to adapt to his environment and contribute to the balanced growth and progress of the society it serves". Its students are not just confined with classroom teaching but are exposed to computers. Nowadays, computers and the internet have become integral components of education. Students' lives are filled with a large variety of technologies which are integrated in their courses.

However, the installation of DMMMSU- SLUC website proves futile as the whole DMMMSU- SLUC community seemed unaware of the importance of eForum. It has been established since 2009 but most of its contents are neither updated nor modified. The existing problem on administration's failure to revise and improve its site becomes an existing communication dilemma.

The site has an eForum option for any members to post their queries, statements and other concerns about the university and its virtual community. No new posts or comments have been written in the eForum category. With effective information dissemination, especially from teachers to the students, of requiring them to access the university's eForum for scholastic benefit it may lead to a mass cognizance of the site.

It is in this context that the researcher realizes the importance of online forums in the university where its core mission is "to integrate technology in education". This is to further innovate and upgrade its classroom instruction and communication through the use of technological advancement—a step already taken by other competing academes.

In DMMMSU- SLUC, to achieve its aim of technological advancement as reflected in its Vision, Mission, Goals and Objectives (VMGO), such eForum in the campus website is aimed at enhancing education.

The mission and philosophical base of DMMMSU presuppose that the institution use its resources to carry out its functions of informing and defining its goals of sustaining quality and excellent education to its constituents.

The purpose of conceptualizing electronic forum in DMMMSU- SLUC should have been for learning to be enhanced. With the slight scope of awareness through the forum's members, however; it establishes a lapse in an effort to welcome students' effective and positive involvement in the social learning process. In a progressive institution where traditional strategies of teaching are no longer pushed to keep paced with innovation, eForum is an option. Unfortunately, awareness appears desperate for the students to rightfully discern and understand the importance of establishing an eForum category in the university website.

With this in mind, the researcher sought the need to have a study on eForum as a good venue to upgrade the manner of instructions in the university.

The general purpose of this study is to enhance and assess the eForum participation of faculty and students of the College of Sciences in Don Mariano Marcos Memorial State University- South La Union Campus, Agoo, La Union.

This background—putting emphasis on the faculty's and students' awareness and participation on eForum, in a broad sense, were the bases for the conduct of the study and the strategy for the attainment of the research's objectives.

Statement of the Problem

This research study determined the awareness and participation of the faculty and students of DMMMSU-SLUC in examining their extent of involvement and in assessing the forum's needs for the faculty and students in the College of Sciences in DMMMSU- SLUC using the quantitative and qualitative methods—set of questionnaire, interview checklist and observation methods.

Specifically, this study sought to answer the following questions:

1. What is the level of awareness of the faculty and students of the College of Sciences in DMMMSU-SLUC on the existing eForum in the university website?

2. What is the extent of participation of faculty and students on the existing eForum in DMMMSU- SLUC?

3. What is the level of needs of CS faculty and students on eForum in the university in terms of:

        a.) Assignments

        b.) Projects/Term papers

        c.) Community/University issues

        d.) Others

4. What are the security and control measures implemented by the administrators; and how are these achieved?

<u>Objectives of the Study</u>

This arduous study aimed to assess the awareness and participation of the faculty and students of DMMMSU- SLUC in determining the eForum's needs for the faculty and students in the College of Sciences, DMMMSU- SLUC.

Specifically, this research study sought to:

1. Find out the level of awareness of the faculty and students of the College of Sciences in DMMMSU-SLUC on the existing eForum in the university website;

2. Determine the extent of participation of faculty and students on the existing eForum in DMMMSU- SLUC;

3. Be aware of the level of needs of CS faculty and students on eForum in the university in terms of:

        a.) Assignments

b.) Projects/Term papers

c.) Community/University issues

d.) Others

4. Identify the security and control measures implemented by the administrators.

Significance of the Study

The integration of online forums in the university website—for social participation and as an aid for instruction—should enhance the youth's over- all cause for progress and development.

The researcher wishes to make the study worthy to the following:

Development communicators/planners. Results of the study can hopefully provide necessary inputs and insights to development communicators, planners and policy- makers in the formulation and conceptualization of communication strategies, plans and programs that will bring about upgrade in the conventional classroom teaching and harmony in the academe. Likewise, it is believed that through the use of eForums, it will enhance opportunities in designing development programs from non- traditional instructions that are suited to the dynamic generation of students in the university.

School administrators. The result of this study will guide the administrators to translate the educational philosophy, vision, mission and

objectives into action, thus providing provisions for the production of adequate supplementary tools that are useful in enhancing, enriching and upgrading the present scenario of our educational system.

Teachers. The result of this investigation would give a clearer view as to what has been done, what is it to do and what can still be done in the preparation of teaching plans along technological advancement. Hopefully, the teachers may grow to be more cognizant of the needs to cope up with technology resulting to a transformation that will affect the achievement of their desired personal, social and educational goals.

Students. They are the immediate beneficiaries of a much- improved eForum. It is expected that the students of the College of Sciences in DMMMSU-SLUC, will become more fully aware of their potentials, of what they can do, and of their ability of involving themselves in their community through online forums.

DMMMSU- SLUC. The knowledge derived from this study may provide baseline information to the university for use in the planning, construction , enhancement and improvement of curriculum materials for productive and efficient advancement of the its teachers and student's education and skills. Moreover, DMMMSU- SLUC may become aware of its responsibilities to provide a strong foundation for development and nurturing of quality and excellent education among its constituents.

Researcher. This study enriches the researcher's knowledge and skills in development communication as he assesses a channel of communication—eForum—to result positive change to the students and the DMMMSU- SLUC community.

Future researchers. Finally, education, civic, business, cultural and interest groups will be provided research- based information for the conception of online discussions as agent of social participation for development of instruction among the students. The end result of this study is useful as a basis on how future researchers go about innovations on eForum.

Scope and Limitation of the Study

This study investigated the awareness and participation of the faculty and students of DMMMSU-SLUC in examining the extent of their involvement and assessing the forum's needs for the faculty and students in the College of Sciences in DMMMSU- SLUC. The students referred to in this study are those students who are taking up courses such as Biology, Mathematics and Psychology. Likewise, the faculty referred to in this study is the teachers who are teaching subjects in the same college.

A representative sample of the College of Sciences students and faculty from the three departments (Behavioral Sciences, Biology, and Mathematics) were taken as respondents. The researcher made the College of Sciences as his

research base because of his being a faculty of the said college. Likewise, some teachers in this college use the internet to supplement their lessons in class.

The study is limited to the awareness and participation of the College of Sciences students in DMMMSU- SLUC that is correlated to the development of communication among the constituents of the university. The study operated within the bounds of its objectives.

Conceptual Framework

These days, society and eForums in the web infuse attitudes of participation and involvement. The ultimate goal of eForums in this regard is the positive influence of student behavior of becoming social persons. Most of the students are reserved, contained and timid about their reactions of many social issues around them. Through eForums, they can assess their responsibilities in interaction. In the process of societal participation, the youth develops a rational and voluntary force within himself that bring about action or non- action as the case may be.

In one of the research papers involving online forums (Anonymous, n.d), it presents the results of research with the first year students on a Computer Concepts course at The Open Polytechnic of New Zealand in 2003. These students have no previous experience with discussion forums. The course emphasizes the use of computers and Information Systems in a business scenario.

The course has a large practical component of 60% covering applications, the internet and the operating system. The course uses discussion forums and bulk email as the main means of learning support in addition to telephone and mail. Support is provided both by the lecturer and students via forum based peer support. Participation in the forums is an integral part of the assessment. At least three messages were expected to be posted weekly to the forum. No other rewards were offered to students for participation. However, as one of the referees suggested, perceived rewards may also be contribution factor to higher level of participation.

There is an area for informal social interaction amongst students. An initial message was posted to each topic which explains what the purpose of the topic is and how to participate in the discussion.

The benefits of online discussions may create an enthusiasm for their incorporation into courses and no doubt help contribute to an increase in their use. However, incorporation of online discussions into courses most often requires of instructors that they assess students' contribution to this discussion. In many cases, such assessment can represent an onerous task particularly when class sizes are large and individual discussion contributions are numerous (Jerome, 2000).

Participation is the key element for improving community life. By encouraging the youth to engage in social activities and to share meaningfully in

the societal development, some significant improvements in their knowledge, attitudes and skills for development are attained

The rationale for student involvement in the process of assessing participation in an online discussion relates to a need to divert some of the responsibilities of this onerous task away from the instructor and towards the student. More importantly, however, the rationale derives from the premise that students can improve their performance in online discussion forums by reflecting on, analyzing and being critical of how they participate. This process can serve a dual purpose of assessment on one hand, as well as a means of directing participation and thinking on the other.

In the paper, (Jerome, 2000) the author illustrates how students can be involved in assessing their participation in and contribution to their community through online discussions that are part of university-based courses. The analysis is designed to provide students with an opportunity to retroactively focus attention on the types, quantity and quality of participation and contributions in politics and community development of an online discussion.

The student's attempt at retroactively focusing on her participation meant that she had to evaluate her strengths and weaknesses in a discussion context. Thus, if we want the students to improve their future participation in the society then we need to specifically require of them that they consider the implications of their behaviors and participations in the online forums—or eForums.

In seeking to develop an understanding of how students approach learning, Laurillard (1993) identified the conversational framework for academic learning - where the teaching and learning process is an interaction between teacher and student. Learning is mediated by the educator who persuades students to make sense of various phenomena using the accepted concepts and ways of thinking characteristic of their discipline. Teaching that incorporates discussion reflects the interactive character of the learning process. Drawn from Bandura's (1971) social learning theory, as well as the work of Vygotsky, Piaget, Dewey and Pask. For Vygotsky (1978), social interaction plays a fundamental role in the development of cognition - students learn from each other's scholarship, skills and experiences through discussion and interaction - which is complementary to Bandura's social learning theory.

The significance of social learning is also a key component of situated learning theory - where learning is an act of participation within communities of practice (Lave and Wenger, 1991). Pask (1975) emphasizes the link between the descriptive and operational aspects of understanding. The fundamental idea of Pask's conversation theory (1975) is that learning occurs through conversations about a subject, which serve to clarify and formulate understanding.

The last lest level of Maslow's hierarchy of needs is very true among the youth today wherein they—most especially the students—turn to the internet when they feel like the real world deprives them to participate in social

movements. They satisfy their needs for self- realization by embracing the reality and facts rather than denying the truth. The youth today, especially the students, use the internet as a powerful tool to express themselves amidst political and community issues.

The media and technology must forge partnership in development to reach the greater mass of people in today's generation. The problem with the students' non- participation or absence in the community scene is the lack of innovation and creativity from the media sectors to reach the audience (Frialde, 2000).

Another theory supports the engagement of the youth in online forums and discussions over the internet. Uses and gratifications theory has provided a framework for examining the satisfaction of needs and interests through different forms of communications media. Uses and gratifications theory has been employed in studies of different forms of social communications because of the goal-directed nature of communications behavior (Rubin & Rubin, 1985).

Thus, the youth—the students—make contributions to society and national development through the web. The problem therefore is not so much of bringing the youth into the national stream as much as recognizing and building their participation in community development. The conceptual framework is illustrated on the following:
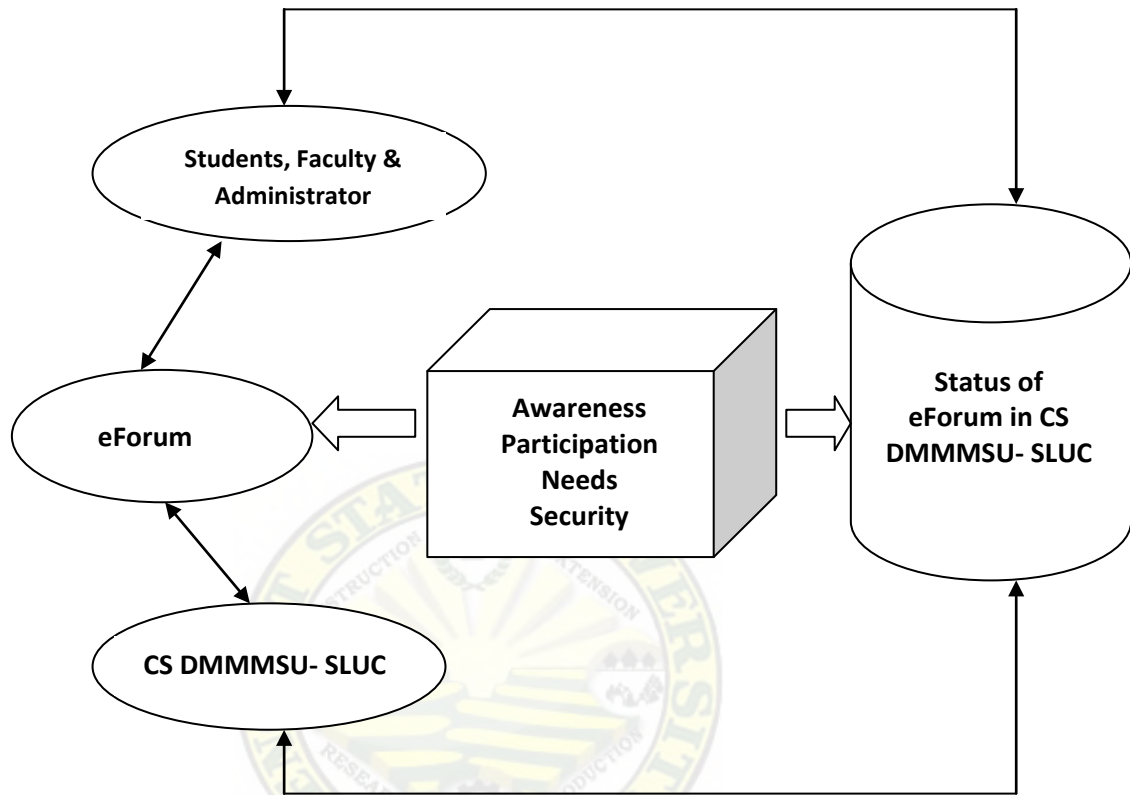
Figure 1. The illustration shows the variables necessary in the conduct of the study. The independent variables—students, faculty and administrators, forum, and CS DMMMSU-SLUC—interrelate with the dependent variables (awareness, needs, participation and security). These inputs would yield an output which is determined by the assessment of the status of eForum in the campus.

Definition of Terms

In order to understand the study better, the following terms are operationally defined as they were used in the study:

Assessment. This refers to the evaluation to be carried out by the researcher on the existing eForum's participation of students and faculty in DMMMSU- SLUC.

Development. Development is a cooperative effort of many different groups. It is a complex process, though. A country must concurrently pay attention to social, economic, political, cultural and environmental issues to ensure that development is sustainable and beneficial to all.

eForum. It is an online public discourse which is part of the DMMMSU-SLUC website where it is believed to be a new learning venue for students as an aid for classroom instructions in the university.

Faculty. They consist of the instructors and professors teaching in the College of Sciences in DMMMSU- SLUC.

Involvement. It is the commitment to encouraging and motivating the students and faculty in DMMMSU- SLUC to exercise their academic freedom through the use of the eForum. This allows the forum's members to put into effect their thoughts and experiences about questions on university, social and other issues available to them.

Online discussion. It is a relatively new form of communication, facilitated usually by computer networks. It may also refer to synchronous conferencing via non-Internet connected networks.

Participation. It refers to a kind of involvement and interaction that occurs among the members (students and faculty) in the electronic forum when one or more student—along with his teachers—takes part in effecting exchange of ideas and thoughts with each other.

Social participation. It basically refers to making sure every student and faculty have the same opportunities to learn, to work, to be involved with their community and to speak out about things that are important to them.

Students. This involves the students enrolled in the three courses—Biology, Mathematics and Behavioral Sciences—of the College of Sciences in DMMMSU- SLUC.

REVIEW OF LITERATURE

Importance of eForum

Larkin-Hein (2001) reports ongoing research designed to address the role of student understanding of a certain subject using an online discussion group format. The findings are as follows: (1) Online discussions provide an additional learning and teaching vehicle. (2) Online discussions facilitate the acquisition of higher-order thinking skills. (3) Students became more adept at transferring and applying information learned in class to novel situations. (4) Further study is needed to investigate how personal learning styles affect online discussion. So, it only tells that, the use of online discussion groups offers a relatively new avenue through which the learner can take an active role in the learning process." However, how computer-mediated discussion affects the students' learning is unclear. Over ten years ago, in the "Virtual Classroom" project: "whether students do take a more active part in the learning process and take advantage of the potential for more interaction with professor and the other students, despite the absence of nonverbal cues to facilitate this interaction."

Challenges and Demands of eForum

Thomas' (2002) study of online discussion assumed that the nature of computer-mediated communication impacts on students' learning. Survey, case study and content analysis methods were used in data analysis. This study found

that online discussion forums promote high levels of cognitive engagement and critical thinking. However, the virtual learning space of an online forum does not promote the coherent and interactive dialogue necessary for conversational modes of learning. To overcome the incoherence, the role of moderator and facilitator of discussion is important in the online discussion forum.

A large survey was conducted at SUNY Albany in Spring 1999. There are 3,800 students enrolled in 264 courses through SLN (SUNY Learning Network) who responded to a post-course survey. The findings show that three factors (consistency in course design, contact with course instructors, and active discussion) significantly influence the success of online courses. The researcher also found that interaction with instructors, interaction with peers, and the value placed on participation in course discussions are the factors most significantly related to student perceptions of learning. These findings support the importance of interaction for online teaching and learning. However, none of the prior studies provide or test a casual model of the determinants of perceived learning from online discussions (Swan et al, 2000).

eForums' Roles and Functions in Development

Frago (2006), whose areas of interest include civil society and media policy, made a study about analyzing the various roles and functions that the media play in Philippine politics and society. Frago's study revealed that as individuals and society grow, the media finds a way to disseminate and report the

truth to the discerning public. There comes the interactive medium—like the internet—to remain a bastion of freedom.   More so, with the advent of information and communication technologies, the general public becomes participative. In this context, the students become aware of their fair share in communication and development. In eForums, for example, the students use the medium to share their sentiments and analyze societal situations while they asses what they could do to resolve conflicts in their communities/societies.

The people's responses may vary depending on how they perceive events as presented in media. If political events are reported in televisions, newspapers, radio and internet, these affairs become sensationalized. As a result, the people tend to be aware; thus, involving themselves by commenting and forming their opinions as citizens of the country. The people—especially the youth—are aware that all the events that are happening today will become memoirs of history. By making themselves concerned, they are building history with people (Frago, 2006).

Awareness of Student's Involvement in eForums

Boado (2000) said, "The simple truth is that we are entering a strong new world in which rapid change will bring about radical implications for education and learning; hence, we see and observe students who engage in what we call 'self- directed learning and participation'.

What Boado expressed was that education is influenced not only by the teachers and the kind of academic structure but also by the resources. With these changes, they are buttressing the students' connection to the "real world" outside school.

Dacayanan (2001) discussed in his research about a study of learning delivery. The students perceive that the school is just another "restrictive rule-laden environment" governed by adult authority figures.

eForum's Significant Impact to the Society as a Whole

Human communication has been interpreted in terms of both cultural and social processes. As a cultural process, communication involves learning and using language conventions that have shared or agreed-upon interpretations. As social process, communication becomes the principal way in which human beings experience meaningful interactions. Through such interactions, people learn to play roles, understand social norms, recognize and apply social sanctions and evaluate each other's actions according to systems of shared values and beliefs. Since students come from different cultural background and beliefs, they comprise the bulk of ideas. eForum is seen to be a good ground for these ideas as they flow out of the students' minds. In this case, the students tend to participate in the world of reality, although it may seem virtual (Anonymous, n.d)

Thus, corollary to this study, with the introduction of eForums, students assume leaderships and authority in which they are not controlled by superiors

(Manansala, 1994). It serves as their medium to voice out their concerns without fear of being evaluated and graded. Students enrolled in regular classes are afraid to recite or be involved with classroom discussions because they see teachers as authorities who might reject their answers in spite of their confidence. With those apprehensions, they see that the media, like eforums, function as virtual classroom where they could discuss their litany about the government, society and people (Manansala, 1994).

eForums are deemed important in which students construct their knowledge by socially sharing ideas through ongoing communication with group members. In a two-way communication process, members of learning community initiate, share, interpret, negotiate, and modify ideas through successive and progressive dialogue (Chen and Caropreso, 2004).

METHODOLOGY

Locale of the Study

The research survey was conducted within the vicinity of the College of Sciences in Don Mariano Marcos Memorial State University- South La Union Campus, Agoo, La Union.

However, it must be emphasized that there are three campuses of DMMMSU. The main campus—North La Union Campus—is located in Bacnotan; and the other campus—Mid- La Union Campus—is situated in San Fernando City, La Union.

The research study in concentrated at the South La Union Campus in Agoo, La Union where there are three colleges (College of Sciences, College of Education and College of Computer Science) and three institutes: (Institute of Community Health and Allied Medical Services, Institute of Fisheries and Institute of Agriculture).

Therefore, in scope, it was not only limited in the South La Union Campus but also in the College of Sciences. The proximity of the population to the researcher was also taken into consideration.

<u>Research Participants</u>

The study involved 41 faculty members and 212 student- respondents from the College of Sciences in Don Mariano Marcos Memorial State University- South La Union Campus, Agoo, La Union.

Slovin's formula, given as n= N / (1 + Ne^2) where N is the population size, *n* is the sample size and *e* is the margin of error, was used to get the sample size. A proportionate sampling technique was used to estimate the sampling size for each department.

The population of was divided fairly, using the proportionate sampling technique, among the student- respondents of the three departments: Biology, Mathematics and Behavioral Sciences. Among the 212 respondents, 101 were from the Department of Psychology, 58 were from the Mathematics Department and 53 were from the Department of Biology.

Since the faculty members in the campus are 'global teachers'—meaning, they handle classes in other departments or even institutes/colleges as well, the 41 faculty members were included as respondents regardless of their home department in the College of Sciences. The respondents were divided as follows: three Chairmen of the three departments, 27 assistant and associate professors and 11 instructors. They teach minor and major subjects in social and political sciences, computing sciences, medical sciences, behavioral sciences and languages and arts.

The researcher had chosen the students because of their exposure to research—as one of core functions in the university. These students have adequate time to surf the internet because most of their classes require extensive researches. The teachers are; likewise, another respondents because of their roles, functions and mandates to fulfill of giving quality education through the use of the technological innovations.

Research Design

The study used a combination of qualitative and quantitative methodologies to describe the students of the College of Science of the Don Mariano Marcos Memorial State University South La Union Campus particularly on their awareness, needs and participation on the campus' eForum.

The descriptive design has the characteristics of eliciting the needed data for the study. These data served as a point of testing the relationships between the studied variables. It is concerned with receiving evidences and existing condition and current situations, thus enabling the researcher to answer his research problem.

Research Methods

The recording of informative interview and floating of survey-questionnaires were the main tools in gathering the data which were used in the study to acquire direct and immediate response from the respondents.

The questionnaire contained items in which the respondents rated responses from among those presented and supplied the necessary information to specific questions.

The questions and items in the questionnaire were examined as to their relevance to the main problem, for their simplicity, clarity or ease of understanding them.

The interviews resembled casual conversations, pursuing the interests of both the researcher and the respondents in turn. This technique was to find out what students, instructors and website administrator think and how their views compare with each other about eForums.

Likewise, an observation method was used. This method was supplemented by the documentation of the eForums category in the university website. The researcher analyzed the data through observation of the eForum conversations which have bearing with the needed data in the study. In this kind of method, the researcher was concerned with the direct description of the subject of the study and the best way to achieve this objective was to visit the eForum page.

The primary sources of this study were from the questionnaire results from the respondents of the College of Sciences in DMMMSU- SLUC, Agoo, La Union. Likewise, the documented eForum page in the university website will be gathered to supplement the results of the survey.

The secondary sources substantiating the study were taken from books, journals, magazines, newspapers, theses and related studies and articles and on-line sources.

The study proceeded from a body of concepts and theories embodied in the theoretical and conceptual framework, through a quantitative and qualitative method on the awareness and perception on eForum as a venue for social participation among the respondents of the College of Sciences in DMMMSU-SLUC, Agoo, La Union.

Data Collection, Analysis and Interpretation

The researcher tallied, classified and presented the data gathered in a tabular form. Different variables in the study used the following statistical tools: Frequency count, percentage and weighted mean which determines the level of awareness and needs of respondents on eForum as an interactive medium for social participation. Computations for the correlations of awareness, participation and needs of the students in eForum were administered by a duly expert statistician.

The assessment of the level of awareness on forum by the students and faculty in the College of Sciences at DMMMSU- SLUC was done using the scale: Not Aware (1.00- 2.33), Moderately Aware (2.34- 3.66), and Highly Aware (3.67-5.00). For the appraisal of students and faculty regarding the needs for eForum,

the scale used is as follows: Not Needed (1.00- 2.33), Moderately Needed (2.34-3.66), and Highly Needed (3.67- 5.00).

After gathering the data necessary for the study, the researcher recorded, analyzed objectively, compared and contrasted rationally all the answers form the questionnaires and interviews.

In the process of bringing order, structure and meaning to the mass of collected data, a qualitative analysis was administered. The researcher's objective judgment and observation became part of the research instrument. Likewise, he attempted to understand the study from the perspective of the research participants and the answers respondents gave to their experiences in the eForum. This allowed the researcher to qualify the respondents' understanding during the research process through further probing questions.

RESULTS AND DISCUSSION

This chapter presents, analyzes and interprets the results obtained in this study. Data are presented in the order in which they appear in the statement of the problem. In the presentation of data, frequencies, percentages, weighted means, means and tests of relationships were used.

Level of Awareness on the eForum by the
Faculty and Students of DMMMSU- SLUC

Table 1 presents the level of awareness on the eForum by the faculty and students of DMMMSU- SLUC.

The difference between the awareness of faculty and students also apparently reveals a warm welcome of innovation from the teachers. This could be a manifestation that they, too, are willing to learn more about latest discoveries, new trends and new ideas which could be applied to their teaching strategies. Teachers, in particular, are highly aware of new technologies to aide in the teaching- learning process as an affirmation of the seminar conducted to them about the use of the website's content as may be one of their tools in teaching.

As could be gleaned in Table 1, the respondents described their awareness on the existing eForum in the university as "Moderately Aware" with a weighted mean of 3.24.

The student- respondents were moderately aware (3.22) of the existence of eForum in the university website. Their awareness is not only affected by the lack of information- dissemination on the part of the university authorities but also by the differences between the students who are basically young and adventurous as compared with the faculty members who are obviously older than them. More often than not, the task of effecting change in instruction process is left solely in the hands of teachers, because they are regarded as authorities.

Comparing the awareness of the two sets of respondents, it is revealed however, that the weighted mean of 3.22 by the students is lower than the 3.51 rating of the faculty. This means that the faculty members are "Highly Aware" of the existence of eForum in the university website. The high awareness shown for the electronic forum validates the reports of teachers that some of them were invited to attend a seminar for the introduction of the said forum in the university.

Table 1. Level of Awareness on the eForum by the Faculty and Students of
DMMMSU-SLUC

CATEGORY	WEIGHTED MEAN	VERBAL DESCRIPTION
Faculty	3.51	Highly Aware
Students	3.22	Moderately Aware
Entire Group	3.24	Moderately Aware

Legend:
1.00 - 2.33   Not Aware
2.34 - 3.66   Moderately aware
3.67 - 5.00   Highly aware

The finding may substantiate that of the study of Boado (2000) who pointed out that "we are entering a strong new world in which rapid change will bring about radical implications for education and learning." To probe, this utilization of the eForum in the university may no longer require a lengthy dissemination of awareness because the result already indicated that the faculty and students are moderately aware of the foregoing phenomenon. Hence, teachers and students as well are abreast with the changes that will bring new light to a more advanced education.

Generally therefore, the respondents are fairly aware of their fair share in communication and development.

It was observed that the awareness shown by the faculty and students on the forum tells that indeed the respondents are likewise aware that wisdom must be cultured and applied in reality; or in this case, virtual reality.

In DMMMSU- SLUC, for example, its stakeholders are already moderately aware that the university already allows them to participate and to mingle in the community through the eForum. Thus, given the obvious circumstance, the university must take this to the next level of improving the website, taking into consideration the stakeholders' suggestions and comments to better enhance their involvement in the eForum.

Participation in the eForum by the Faculty
and Students of DMMMSU- SLUC

Table 2 shows the participation in the eForum by the Faculty and students of DMMMSU- SLUC.

The finding in Table 2 reveals that the majority of the respondents did not participate in the online forum put by the university in the website. There is a minimal percentage of only 17.07 from the faculty and 30.43 from the students who involved themselves in the electronic forum—such a negligible percentage, as compared to the 13.44 and 53.36 percent from the faculty and students who did not participate.

The strong manifestation for the non- participation to eForum shows that the respondents may still be particularly naïve of the technology being introduced and presented to them. This is supported by some of the students' answers when asked about their uncertainty on the use of eForum.

Table 2. Participation in the eForum by the Faculty and Students of DMMMSU-
　　　SLUC

PARTICIPATION	FACULTY %	STUDENTS %	TOTAL %
Participated	17.07	30.43	33.20
Did not participate	13.44	53.36	66.80
n =	41	212	253

Many said that with the fast evolution of technology, they were already weighed down that "we no longer know what to do with them". It is safe to assume, therefore, that they were still highly traditional in nature despite the influences of the western world. They may not agree that this innovation could be one of the solutions to fill the gaps in the communication and interaction of students and teachers for the thirst of education.

Through such virtual interactions, people learn to play roles, understand social norms, recognize and apply social sanctions and evaluate each other's actions according to systems of shared values and beliefs. Since most of students in the university come from different cultural and social background, they share different shapes of baskets of ideas. eForum is seen to be a good ground for these ideas as they flow out of the students' minds. In this case, the students tend to participate in the world of reality, although it may seem virtual.

With these foregoing discussions, the result could be interpreted as a failure on the part of the university to strengthen their goal of using the website as a means of communication to its community. The awareness reflected in Table 1 clearly shows that since many are not aware of the presence of eForum, then many are also not participating. Thus, the university must exert more effort to advertise and encourage the use of eForum. However, improvement of the content and face of the website value may be the first task to undertake to appeal to the interests of the students and faculty.

Frequency of Participation of Faculty and Students
in the DMMMSU-SLUC

A mapping up of table 3 reveals the four frequencies of participation on the eForum by the faculty and students. The following were greatly apparent in the order of rank for the Faculty: Monthly (42.86), Others (42.86), Weekly (14.28) and Daily (0.00); 2.) Students: Weekly (35.06), Monthly (31.17), Others (20.78) and Daily (12.99).

It can then be generally stated that despite the participation of these diminutive percentage of faculty and students, they hardly ever or infrequently post and share messages in the eForum.

"Others" referred to in the items were those answers of faculty and students not in the list of choices. Some students categorically answered that they only "sometimes" participate in the discussions. Three teachers agreed that they post messages in the forum when there are interesting topics in the university and community only.

Statistically comparing the respondents of the two sets of respondents through the test, it was found out that there is no significant difference between the two groups. Impliedly, both of them do not participate in the eForum—such a huge gap of fraction against those who participate.

Table 3. Frequency of Participation of faculty and Students in the DMMMSU-SLUC eForum

PARTICIPATION	FACULTY %	STUDENTS %
Everyday	0.00	12.99
Weekly	14.28	35.06
Monthly	42.86	31.17
Others	42.86	20.78
n =	7	77

As proven through the researcher's observation of the site, most of the posts were not updated. There are even some questions which only have few responses; and if there are any, the dates of replies are noticeably behind the time frame.

Having said and observed these results, it may imply that the respondents have little interest in the eForum. Obviously, if they are enthusiastic about the website, they would find time to visit and post messages in the eForum. This suggests fun activities in the website and in the eForum so that students would have reasons to open the university website and participate in the events conceptualized.

Reasons in Participating and Not Participating of Faculty
and Students in the University eForum

Table 4 presents the reasons in the participation and non-participation of faculty and students in the university eForum.

The foremost of the reasons of students' non- participation in the eForum is because they are not members of the site. This was ranked first with a percentage of 44.4. The high rating given to this item could be attributed to the reason that most of the teacher- respondents are also not members of the site, obtaining a weighted mean of 26.47 percent.

This validates Jerome's (2000) assumption that students can be involved in assessing their participation in and contribution to their community through online discussions that are part of university-based courses. Thus, being a member to the forum in the university is the first step gearing towards community involvement.

Time constraint is the primary reason that limits the faculty not to participate in eForum. With a percentage of 35.3, it may be inferred that the teacher- respondents assumed that joining in the forum may be waste of time. They may perhaps tend to rely more on proven and standardized ways of doing things—like giving discussions and assigning projects and home works , the usual mode—rather than experiment with a new method since the degree of success is greater with the former.

Table 4. Faculty and Students' Reasons in Participating and Not Participating in
        the DMMSU-SLUC eForum

REASONS	FACULTY %	STUDENTS %
Participation		
Required	14.28	32.47
Graded	28.58	29.87
Interesting Topic	57.14	37.66
Non- participation		
Not Interesting Topics/Activities	5.88	11.85
Time Constraints	35.3	11.85
Accessibility	8.82	9.63
Economic Constraints	5.88	1.48
Lack of Knowledge with computers	17.65	8.90
Not Required	0.00	11.85
Not a Member	26.47	44.44
n =	34	135

Furthermore, teaching in a state university like DMMMSU demands its
faculty to devote more time in the accustomed paper reports for instruction,
research, extension and production.

On the other hand, the teacher- respondents are a mixture of young and
adult teachers in terms of age and experience. This finding reveals their busy
lifestyle, especially for adult/married teachers who would better attend to the
needs of their families than engage themselves in a new technology.

Thomas mentioned however, the time of the teachers to engage in eForum is indispensable in establishing their roles as moderators and facilitators of the discussion.

Other items given importance on the non- participation of the student-respondents are the not interesting topics/activities posted in the forum and time constraints which both obtained of 11.85 percent.

Rubin & Rubin (1985) pointed out that the engagement of the youth in online discussions over the internet is a realization of the Uses and Gratification theory which explains the satisfaction of interest because of fun and goal- directed nature of the modes of communication.

Results also show that the student- respondents did not participate in the eForum due to lack of access to the internet with 9.63 percent as compared to the faculty's 8.82 percent problem in accessibility. It only implies that students do not have means to visit the website maybe because of their lack of access and busy schedule and lack of financial means despite the university's and the college's determination to give students better access to the internet. As a matter of fact, the university library provides free internet access to limited students and the MIS office offers internet rentals at a minimal cost—on top of the college's free wifi service. To date, there are more than 20 units of installed computers for the almost 5, 000 students enrolled in the campus.

DMMMSU, as an educational institution, is a factor to student involvement. It helps the students become active by giving them access to the community and allowing them to be social humans. It acts not as a limiting factor in their social participation, because technology is a trend that an institution must utilize to keep their education mobile. eForums are good example of trend in technology- based education for students.

Lack of knowledge with computers is also manifested in the non-participation of respondents in the electronic forum of DMMMSU- SLUC. This item was rated 8.90 percent by student- respondents and 17.65 percent by the teacher- respondents.

As earlier pointed out, this result confirms that despite the influence of western cultures, the Philippines has remained by and large a conservative society in which many still do not embrace the products of technology. In the university, this could be attributed to the teachers'—mostly are adults—slight incompetence in the new technology. Although the students have become very permissive especially towards technology, the role played by teachers to welcome such change and innovation in the teaching- learning process is encouraged. This conflicting attitudes and lifestyle between the faculty and students contribute largely to the diminished participation of the respondents in the eForum.

According to Frialde (2000), people should be taught to transcend their cultural conditioning and become world citizens. It is incumbent therefore, that

the faculty and students of the university feel the need to have grip on eForum as this innovation may shape the educational system of the generation.

Result also shows that the student- respondents did not participate in the eForum because they were not required to do so. This has a percentage of 11.85. Likewise, this item is related with the students' non- membership in the site. It implies that since participating in the eForum was not a requirement; students did not register to be members of the site. This could be attributed to the fact that teachers do not perceive this item as a consideration in their non- participation in the forum. For the faculty, this item obtained a weighted mean of zero percent. Perhaps, since most teachers were not members of the site, then it is empirical to assume that students did not involve themselves, too. These results from the faculty and students can be said to be linearly related with one another.

This further establishes the study made by Jerome (200) about the rationale for student involvement in the process of assessing participation in an online discussion, because participation relates to a need to divert some of the responsibilities of this onerous task away from the instructor and towards the student. More importantly, however, this derives from the premise that students can improve their performance in online discussion forums by reflecting on, analyzing and being critical of how they participate and not just view solely their involvement as a requirement. eForum serves a dual purpose of assessment on one hand, as well as a means of directing participation and thinking on the other.

Conversely, there are still nominal percentage of students and faculty who participated in the eForum. It could be inferred from this result that there were only insignificant number of students and faculty who use the forum in the university.

The eForum might have been important in asserting the students' social and academic proficiency to construct their knowledge by socially sharing ideas through ongoing communication with other members. According to Chen and Caropreso (2004), in a two-way communication process, members of learning community initiate, share, interpret, negotiate, and modify ideas through successive and progressive dialogue.

Required. It can be gleaned from the table that both the faculty and students do not perceive the participation in eForum as a requirement. Obtaining a low percentage of 14.28 percent from the faculty and 32.47 percent from the students, this implies the absence of agreement between the teachers and students to form a compromise that involving themselves in the online discussion is an extension of their classroom discussions.

According to Laurillard (1993), the teaching and learning process is an interaction between teacher and student. Learning is mediated by the teacher who persuades students to make sense of existing resources in technology using the accepted concepts and ways of thinking characteristic of their discipline.

Teaching that incorporates discussion reflects the interactive character of the learning process.

Graded. The table reveals that among the teacher- respondents, there are only two or 28.58 percent who said that they join in eForum because it is a graded task assigned to their students. Likewise, there are only 23 or 29.87 percent of students who participate in such forum because they feel threatened that this may have a bearing in their grades.

From the view point of one author (n.d), participation in electronic forums is an integral part of evaluation in a teaching- learning process. Rewards or grades should not be bribed to students for participation. However, the author affirmed that perceived rewards may also be a contributing factor to a higher level of participation.

Interesting topics. This item which ranked first in the reasons of the respondents' participation, with 57.14 percent (faculty) and 37.66 percent (students), proves the findings of Jerome (2000) that students' enthusiasm for the incorporation into courses and topics contributes to an increase in eForum.

Based on the observation on the eForum, there were some topics that interest the students. One of which was a post on a Humanities 101 class where students were asked about their concept of art—symbols of beauty that make them understand and love their world better. The posting of the topic was very timely for the crowning of Maria Venus Raj as the Miss Universe 2010 4th runner

up when most of the Filipinos were still at the height of elation. Many replies were generated from the students that proved their enthusiasm on the question.

Another topic that collected many replies from the students was a post of a DMMMSU- SLUC graduate who asked about "how could the DMMMSU community make the site more productive". Many students answered the question honestly and politely about their suggestions to the university administration on the improvement of the website. Results on these two posts established Jerome's findings about drawing the participants' attention through interesting topics on the eForum.

The following example shows topic that is not necessarily an academic-related matter but is of relevance to the university:
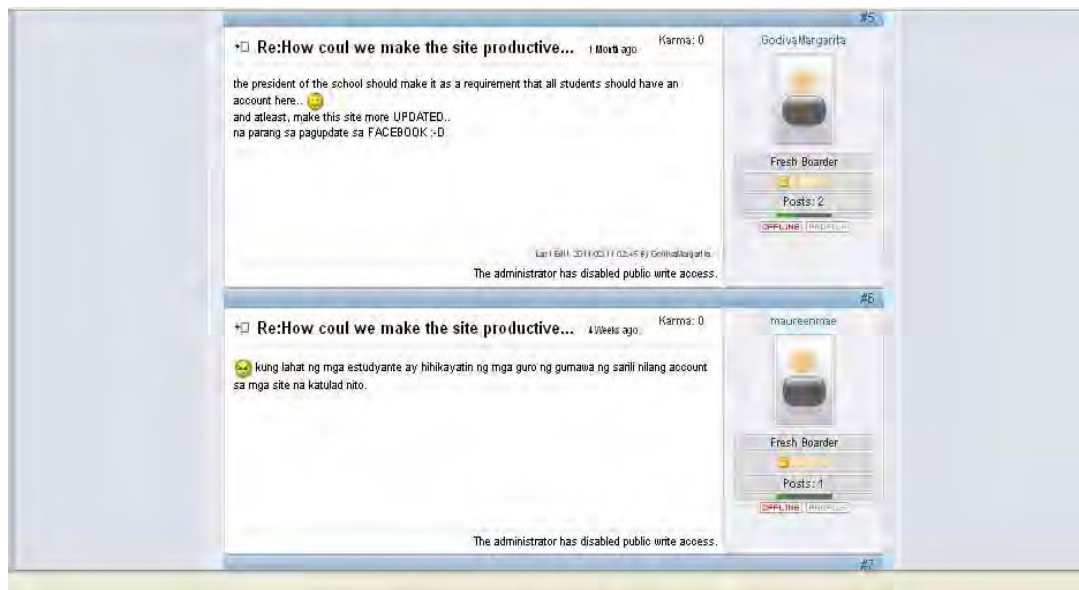
Plate 1. Print screen images of the a non- academic post and comments in the eForum of the DMMMSU-SLUC website (March 2011, DMMMSU-SLUC)

It can then be generally stated that posting interesting topics in eForum is an important social and motivating factor that each teacher must consider to encourage students to participate.

Thus, corollary to this study, Manansala (1994) mentioned that with the introduction of eForums, students assume leaderships and authority in which they are not controlled by superiors. This makes attending to online forum exciting and fun. Students enrolled in regular classes are afraid to recite or be involved with classroom discussions because they see teachers as authorities who might reject their answers in spite of their confidence. With those apprehensions, they see that

the media, like eForums, function as virtual classroom where they could discuss their litany about the government, society and people.

Needs for eForum by the CS Faculty
and Students in DMMMSU- SLUC

Table 5 reflects the needs for eForum by the CS faculty and students in DMMMSU- SLUC.

As reflected in the findings in Table 5, the respondents perceived the use of eForum for university/community issues (3.71) like the post on how to improve and make use of the university website for the whole DMMMSU community (please refer to Plate 1) and others (3.93) as both "Highly Needed". Items included in 'others' are: a.) Contents of the eForum should be updated regularly, b.) The use of the eForum should be encouraged to students/faculty, c.) The website administrator must monitor the eForum frequently, d.) eForum have to make students become socially participative, e.) Virtual discussions must desire to make learning effective, f.) There is a need to improve our eForum site, and g.) There is a need to improve our library internet policies.

Those abovementioned items were already integrated in as 'others' and were no longer listed in the table, for the purpose of having a sound and accurate interpretations of variables. This is also due to the only four items stated in this study's problem for the level of needs.

Table 5. Level of Needs on the eForum by the Faculty and Students of DMMMSU- SLUC

NEEDS	RATING	VERBAL DESCRIPTION
Assignments	3.46	Moderately Needed
Term Papers/Projects	3.48	Moderately Needed
University/Community Issues	3.71	Highly Needed
Others	3.93	Highly Needed

eg.
a. Contents of the eForum be updated regularly
b. The use of the forum should be encouraged to students
c. The website administrator must monitor the site frequently.

Legend:
1.00 - 2.33   Not Needed
2.34 - 3.66   Moderately Needed
3.67 - 5.00   Highly Needed

As shown in the table, there is a high need for eForum on issues concerning the university and the community. This has a weighted mean of 3.71 percent. Significantly, it can be articulated that eForum is desired to provide relevancy to the proliferating issues around the student's and teacher's environment, where they must keep abreast of contemporary events.

The introduction of the forum in the university website encourages a student to culture his wisdom in his university and community, but in a medium where students can control their own phasing. The respondents may have already understood by now that they are no longer just the receiving end of information, but are the sentinels and actors for development in his society.

Therefore, this goes to say that the ultimate goal of eForums in this finding is the positive influence of a member's behavior of becoming social persons. Most students are reserved, contained and timid about their reactions of many social issues around them. Through eForums, they can assess their responsibilities in interaction. In the process of societal participation, the youth develops a rational and voluntary force within himself that bring about action or non- action as the case may be.

Results also show that there is a moderate need of eForum for long- term tasks like term papers/projects, with 3.48 percent. The respondents are well aware that ingenuity and innovation using technology in posting and submitting paper projects can truly effect a change in the learning method. Most college students are known to devote more of their time facing the computers than books. Consequently, it is safe to assume that students may learn and understand better the topics and may answer some questions easily—because resources can just be googled—if the teacher has made use of that opportunity to exploit the electronic forum as a learning device for students.

This is in consonance with the study of Larkin-Hein (2001) on understanding the role of students in understanding in subjects using the online discussion format. The findings are as follows: (1) Online discussions provide an additional learning and teaching vehicle. (2) Online discussions facilitate the acquisition of higher-order thinking skills. (3) Students became more adept at

transferring and applying information learned in class to novel situations. (4) Further study is needed to investigate how personal learning styles affect online discussion. This only tells that, the use of eForum offers a relatively new avenue through which the learner can take an active role in the learning process. Students can think rationally better about topics on their term papers or projects using the electronic discussion.

Likewise, it is reflected in the table that eForum is "Moderately Needed" for short- term tasks like assignments, obtaining a weighted mean of 3.46 percent.

An internet contains a library of books. Hence, when a student faced a computer, the possibility of finding his resources is almost very feasible. Answers for assignments can just be a Yahoo- click away to precision.

This may be supported by Thomas' (2002) study on computer-mediated communication impacts on students' learning. Results of his study found that online forums promote high levels of cognitive engagement and critical thinking, despite the fact that the virtual space may not be conducive in promoting coherent and interactive dialogue necessary for conversational modes of learning.

Vygotsky (1978) also mentioned that social interaction plays a fundamental role in the development of cognition - students learn from each other's scholarship, skills and experiences through discussion and interaction. This can make learning in eForum fun, interactive and easy for students

Improvements of the eForum in DMMMSU- SLUC

Table 6 shows the improvements of the eForum in DMMMSU- SLUC.

The respondents, as reflected in Table 6, are of belief that in order for them to be familiar with and patronize the eForum, there is a strong need to improve it. This was rated the highest by the faculty and students with 9.49 percent and 59.30 percent, respectively. Results show that the eForum itself must invite students and teachers to actively partake and be members of the site.

This is in consonance with the realization of Rubin & Rubin (1985) who employed the Uses and Gratification Theory in establishing the engagement of the young in online discussions over the internet. This implies that students' and faculty's participation provide a good framework for examining the satisfaction of their needs and interests through different forms of communications media.

Table 6. Needs for Improvement of the eForum by the Faculty and the Students of DMMMSU- SLUC

NEEDS	FACULTY %	STUDENTS %
Positive Results	9.49	59.30
Lay out	37.5	25.33
Topics	8.33	29.33
Frequency of Updates	0.00	41.33
Access	54.17	10.67
Others	0.00	7.33
Negation	6.71	24.50

Of all the five considerations in the improvement of eForum, the need to improve the frequency of updates from their teachers ranked first with 41.33 percent among the student- respondents. Obviously, this item got 0.00 percent from the teacher- respondents. It only shows that if teachers do not post, comment or update the forum, students would also not bother their time carrying out academic activities and responsibilities in their eForum.

With regards to improvement on topics, this obtained 29.33 percent by the student- respondents and 8.33 percent by the faculty- respondents. As earlier pointed out, interesting and sensible topics may draw students and teachers participation as these topics are relevant to their experiences, skills, attitudes and dispositions.

The improvement on topics got a low percentage from the faculty as opposed with the relatively high percentage obtained from the students. Accordingly, this has been the result because it all boils down to teaching strategies—validating the saying, learning is fun only when teaching is. Topics posted in forum must be innovative and candy- wrapped with fun, so that the students would be interested to play a part in the discussions.

According to Jerome (2000), the benefits of online discussions may create an enthusiasm for the relevant, immediate and practical issues and topics posted in the discussion.

The following illustration shows the lay-out of the eForum of the DMMMSU- SLUC website:

Plate 2. Print screen images of the website and eForum's lay-out in the DMMMSU-SLUC website (March 2011, DMMMSU-SLUC)

As could be gleaned from the table, the result about the need for improvement on the eForum's lay- out—with 25.33 percent (students)—proves the basic concept of advertising. The study of advertising is that when someone is selling something, one must sell himself first. Same is true in eForum, a change in its physical appearance is maybe all that is needed to attract students for them to participate.

Improvement on the access was ranked first by the teacher- respondents with 54.17 percent, while it was ranked fourth by the student- respondents with 10.67 percent. The high regard given to this item by the teachers could be attributed to either of two reasons: the teachers are aware that navigating the website and the eForum is complicated on their age or that they find it taxing to connect to the internet given the fact that the wifi connection in the college is very slow.

Ranked fourth among the student- respondents, this implies that access is just a matter of adventure as far as their computer skills and age are concerned.

The respondents least preferred to improve on other things as shown in the table—with 0.00 percent by the faculty- respondents and 7.33 percent by the student- respondents.

A mapping out of the table reveals that eleven (11) students suggested improvements on the "administrators", "moderators" and "over- all website" among many others.

Generally therefore, the respondents give particular importance on the need to improve the eForum in the website. As obviously shown in the table, it is a shared response for the improvement; after all, the eForum is for the whole SLUC community.

Jerome (2001) made mentioned that the benefits of online discussions may create an enthusiasm for their incorporation into courses and no doubt help contribute to an increase in their use. Thus, it is incumbent that suggestions be counted for the betterment of the site and the forum.

Security and Control Measures on eForum

Maintaining the security and privacy of such electronic forum is difficult simply because a forum is defined as "any dialogue or conversation done in public". The threat triumphs when pertinent ideas, discussions and arguments are known to public.

Classroom discussions have always become a routine job for faculty over the years. Although topics and lectures can be updated, revised and innovated, the process of teaching is still a routine.

As education becomes dynamic, an eForum is introduced to reach wider students whose preference in things change relentlessly. As the forum is exposed to many users and risks, security becomes a fundamental requirement.

In an interview with Ms. Christianne Lynette Cabanban on January 21, 2011, one of the administrators of the DMMMSU- SLUC website, she said that a trust in an electronic system is a prerequisite for user acceptance. This strengthens the common belief that one has to take into account that people only use a system if they trust it. Likewise, all new electronic systems add new threats so participating in eForum is a matter of reliance.

However, she said that there are still things to improve on the site; one of which is the implementation of IT policies and regulations. Since the website started as a simple assignment to a US Peace Corps volunteer in DMMMSU, the site has not been monitored nor updated regularly. The US Peace Corps volunteer has already left DMMMSU in 2010 and the task to maintain and redevelop the site is yet to be accomplished in the next years. When asked about the security measures for the website's eForum, Ms. Cabanban said that the students need to register to enable them to participate in the discussions posted in the site, especially in the eForum. She also mentioned about warning, punishing and perhaps blocking a person from the site whenever the use of the site has been abused like posting vulgar and obscene languages that may displeased the viewing public. Although, there are no written policies yet about this, the administrator assured that she checks and monitors the site regularly and tries to regulate and remove unwanted posts and comments.

Plate 3. Print screen image of the eForum's registration page in the DMMMSU-
SLUC website (March 2011, DMMMSU-SLUC)

She also provided the researcher a copy of a paper about the security in online discussion and learning that she personally implements because the university has yet to publish and implement its own IT security policies.

It can also be noted that sometime in December 2010, the SLUC website can no longer be opened in the net. The new administrator informed that the domain has already expired and that the researcher and the whole SLUC community just have to wait for the renewal of subscription for the domain. The site is now enduring its operation but some of the information and details already posted have been deleted.

As previously mentioned, a risk analysis needs to be part of the site and the eForum.

With regards to membership to the site, one has to register to the website to be able to participate in forum and enroll themselves in the subjects posted by the faculty- in- charge. Usually, once a teacher posts assignments and essay questions in the "online subject", an email message is sent to the electronically registered students' email addresses. From there, the student can already post his/her comment via the internet.

One threat foreseen by Ms. Cabanban is the unauthorized use of digital content. This is very risky especially because students can just copy answers of their fellow classmates already posted in the website.

According to Weippl (2003), there are basically two different groups of people who might use digital content in ways not intended by the person: (1) People with legitimate access (2) People who access the content without authorization.

Users who have legitimate access to the content may copy or modify it without permission and hand it to friends or make it available on the Internet. Addressing this threat is very difficult. One option that Ms. Cabanban suggested is to submit only the content in formats that make illegal reuse more difficult; for instance, PDF files cannot be modified easily compared to PowerPoint.

Furthermore, the website administrator pointed out that she is innovating and coming up with ways to protect the content of the eForum against unauthorized modifications. To maintain the integrity of content and the writer's identity, trust is of paramount importance. Students must be able to rely on the accuracy of the content. Particularly in humanities subjects and the social sciences, comprehensive discussions are an essential component of the lecture. Students—armed with ideas, opinions and knowledge—ready for the lengthy interaction are very important to keep them involved in the process. However, all contributions are stored electronically and may be retrieved a long time after the course.

The implementation of security mechanisms and a policy that clearly states what will be stored for how long can reduce this risk for students. A good approach is to openly state how long a discussion will be archived (including backups) and which measures will be taken to delete the content. In some cases, chats that are not stored or the use of pseudonyms can be helpful to ensure free discussions.

Based on the foregoing results and discussions, here is an improved paradigm of the study that supports the theories, concepts and findings of this investigation:

Figure 2. Relationship of the Factors Supporting the Participation of the CS Faculty and Students in the eForum of DMMMSU- SLUC

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study in terms of its significant findings, the conclusions that were derived from these findings and the recommendations forwarded based on the conclusions.

Summary

The study aimed to assess the eForum participation of faculty and students of the College of Sciences in Don Mariano Marcos Memorial State University- South La Union Campus, Agoo, La Union. Specifically, it sought answers to the following: 1) What is the level of awareness of the students and faculty of the College of Sciences in DMMMSU-SLUC on the existing eForum in the university website?; 2) What is the extent of participation of students and faculty on the existing eForum in DMMMSU- SLUC?; 3) What is the level of needs of CS students and faculty for eForum in the university in terms of: (a) Assignments, (b) Projects/Term papers, (c) Community/University issues and (d) Others?; and 4) What is the validity of the security and learning- control measures implemented by the administrators; and how are these achieved?

To gather needed information of this study, a validated questionnaire was utilized and upon retrieval of the questionnaires from the respondents, data were summarized, tabulated and analyzed using both descriptive and quantitative

statistics. Likewise, documentation and observation of the website's eForum was accomplished to validate the statistical findings.

Significant findings. After a thorough analysis of all data gathered for the study, the following salient results were yielded:

1. Comparing the awareness of the faculty and students, it is revealed that the weighted mean of 3.22 by the students is lower than the 3.51 rating of the faculty. This means that the faculty members are "Highly Aware" while the students are only "Moderately Aware" of the existence of eForum in the university website. In general; however, the entire group—both the faculty and students are "Moderately Aware" about the eForum's presence.

2. In the order of rank on the reasons of the group's non- participation based on their weighted means, the following items were manifested by the respondents: non- members, time constraints, uninteresting topics/activities, lack of compute knowledge and skills, accessibility, not required and economic constraints. All seven (7) items/reasons were subsequently obtained from the 66.8 percent of the respondents who claimed to be not participating in eForum.

3.) In the entire group's participation on eForum, a weighted mean of 33.2 was divided into the following reasons for the respondents' participation: required, graded and interesting topics. It could also be noted that most of the respondents only participate in the eForum on a monthly and "depending-on-mood" bases.

4.) The entire group of respondents "Moderately Need" the eForum for assignments and term projects and "Highly Need" the forum for university/community issues and some other fun reasons.

5.) Faculty and students registered slight difference in their awareness, participation and needs for eForum.

6.) Participating in eForum is a matter of reliance. The website administrator pointed out that she is still currently working her way of innovating and coming up with ways to protect the content of the eForum against unauthorized modifications. To maintain the integrity of content and the writer's identity, trust is of paramount importance.

Conclusions

In the light of the aforementioned findings, it is concluded that:

1. The faculty members are varied and more aware than the students about the presence of the forum. The students' participation is dependent on the faculty's initiative to introduce and maintain the forum for the SLUC community

2. The seven reasons identified by respondents in relation to the awareness and participation: non- members, time constraints, uninteresting topics/activities, lack of compute knowledge and skills, accessibility, not required and economic constraints were all greatly manifested by the student- respondents.

3. The respondents' needs on eForum were more focused on community and university issues and on "feel- good" and "fun" posts than for assignments and term projects.

4. There is a need to still enhance the website and the eForum for security and privacy purposes; although, eForum is defined as any conversation done in public—eForum, for this matter

Recommendations

The following are highly recommended based on the study's findings and conclusions:

1. Faculty members and students of the college and the campus as well may undergo refresh training course about the use and navigation of most of the website's utilizable activities, particularly the eForum. Likewise, the students must be given a seminar or symposium about the importance of the forum in their education.

2. Due to the dearth of teachers' and students' participation, a well-designed interface in terms of lay- out, topics, and newness and frequency of updates may be explored in the development and restructuring of the website.

3. Since the eForum may be viewed as an aid for instruction, access to the site within the campus should not be jeopardized. Access to wifi signals in the different colleges may be restricted but not banned to students. Moreover, more

computer units may be added to the library for the students' free access to the internet.

4. To enhance the awareness and participation in the university's eForum, teachers may initiate the use of the forum as an extension for their classroom discussions. Proper motivation for students to engage in the social and web-learning activity may be given attention.

5. The website administrator should monitor and moderate the eForum frequently, especially against impolite and vulgar post and comments.

6. There is a need for the university to draft and implement its own IT policies to maintain the website's security, specifically in the eForum where cases of intellectual rights may be at risks.

7. The policy on registration may be improved to regulate and tighten the security of the website against unscrupulous people.

Having presented all the needed features and facets of this research, the concepts of development communication has been realized that communication should always aid for development. Teaching has always been viewed as a traditional and an unexciting profession before the introduction of technology. Such development in academe about the use of electronic forum speaks of disseminating the results of technology in an interesting manner to reach every student; thus effecting positive change to people—to use the technology as a source of wisdom.

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Appendix A

Don Mariano Marcos Memorial State University
South La Union Campus
Agoo, la Union

January 3, 2011

DR. JULIE N. MAZON
Dean, College of Sciences
DMMMSU- SLUC
Agoo, La Union

Dear Dr. Mazon

Greetings of peace and longevity!

I have the honor to request permission from your good office to float my questionnaire to the students and faculty in your college, relative to my study entitled, "ASSESSMENT OF THE eFORUM PARTICIPATION OF FACULTY AND STUDENTS OF CS DMMMSU- SLUC" as a partial requirement to complete my Masters in Development Communication at Benguet State University, La Trinidad, Benguet.

Attached is a copy of my questionnaire for the purpose.

Thank you for your kind consideration to this request.

Very truly yours

(SGD.) JESUS RAFAEL B. JARATA
Researcher

APPROVED:

(SGD.) JULIE N. MAZON, EdD
   Dean, College of Sciences

Appendix B

Benguet State University
OPEN UNIVERSITY
La Trinidad, Benguet

January 3, 2011

Dear Respondent,

The undersigned is a BSU- OUS student presently conducting his study entitled, "Assessment of the eForum Participation of Faculty and Students of CS DMMMSU-SLUC" as a partial requirement for the degree, Masters in Development Communication. Attached here is the questionnaire he had prepared to gather needed data for this study.

In view of this, he is therefore requesting you, as one of the chosen respondents of the study, to accomplish the questionnaire. Rest assured that all your answers will be treated with utmost confidentiality.

Thank you for your cooperation and sharing your time on the endeavor.

Very truly yours,

(SGD.) JESUS RAFAEL B. JARATA
Researcher

NOTED:

(SGD.) ANNA LIZA B. WAKAT, MDEVCOM
Adviser

Appendix C

A Questionnaire in Assessing the eForum Participation of the Faculty and
Students of the College of Sciences in DMMMSU- SLUC
_____

A. PERSONAL DATA

Name (optional): _____

Faculty: ___ Student: ___   Age: _____   Sex: _____

PART I. Extent of Awareness

Direction: Please read each item carefully. Use the rating scale below and
               check in the appropriate column what you feel describes the level
               of your awareness. There will be no right or wrong answers.

1. Are you aware of the existing eForum in the DMMMSU- SLUC website?
___ YES   ___ NO

If YES, please proceed with the following table.
If NO, please proceed to PART II.

5	High Level of Awareness
3	Moderate Level of Awareness
1	No Awareness

eForum Awareness	1	3	5
1. The eForum is for the DMMMSU community.			
2. The eForum provides up-to-date issues about the university.			
3. The eForum is open for public discussions among members.			
4. The students and faculty could become members of the eforum			
5. Any member could post questions and comments on the eForum.			
6. I am aware on how to use the eForum.			
7. The eForum may be an interesting attempt to innovate instruction.			
8. An eForum is used by some as an aid for classroom discussion.			
9. Access to the eForum is free.			
DMMMSU- SLUC's Internet Awareness			
10. The library could be used for internet access to join the forum.			
11. The MIS office is offering an internet access at a minimal cost.			

PART II. Extent of Needs

Direction: Please read each item carefully. Use the rating scale below and check in the appropriate column what you feel describes the level of your needs. There will be no right or wrong answer.

5   Highly Needed
3   Moderately Needed
1   Not Needed

Needs	1	3	5
1. Contents of the eForum should be updated regularly.			
2. The use of the eForum should be encouraged to students/faculty.			
3. The website administrator must monitor the eForum frequently.			
4. eForum have to make students become socially participative.			
5. Virtual discussions must desire to make learning effective.			
6. There is a need of eForum for short- term tasks like assignments.			
7. There is a need of eForum for long- term tasks like term papers.			
8. There is a need of eForum about issues concerning the university.			
9. There is a need of eForum about issues in our community.			
10. There is a need to improve our eForum site.			
11. There is a need to improve our library internet policies.			

III. Do you participate in the eForum of the DMMMSU- SLUC website?
___ Yes   *(If yes, how often?)*   ___ Everyday ___ Weekly
                                   ___ Monthly   ___ Others, specify: _____

           (If yes, why?)   ___ Required   ___ Graded   ___ Interesting topics
                                  ___ Others, specify: _____
___ No   *(If no, why?)*   ___ Not interesting topics/activities
                                  ___ Time constraints
                                  ___ Accessibility
                                  ___ Economic constraints
                                  ___ lack of knowledge with computers
                                  ___ Not required
                                  ___ Not a member
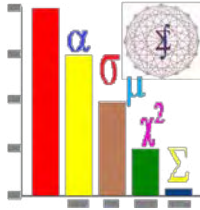   ___ Others, specify: _____
IV. Is there a need to improve the eForum in the university website?
___ Yes ___ No   *(If yes, in terms of)* ___ Lay- out ___ Topics ___ Access
                                          ___ Frequency of updates
                                          ___ Others, specify: _____
VI. Please write your overall comments and remarks about the eForum in the DMMMSU- SLUC website.
_____

Appendix D

Don Mariano Marcos Memorial State University
South La Union Campus
COLLEGE OF SCIENCES
Agoo, La Union

STATISTICS LABORATORY

C E R T I F I C A T I O N

This is to certify that JESUS RAFAEL B. JARATA, a bona fide student of the Master in Development Communication of the Open University of Benguet State University, have contracted the services of the Statistics Laboratory for the Statistical Analyses of the data pertinent to his research entitled *Assessment of the eForum Participation of the Faculty and Students of the College of Sciences in Don Mariano Marcos Memorial State University- South La Union Campus, Agoo, La Union*.

The Statistical Analyses was conducted using the software Statistical Package for the Social Sciences (version 17.0), to wit:

- Cronbach's Alpha
- Weighted Mean

This certifies further that in terms of Statistical Analyses, the said thesis now merits recommendation for Final Oral Examination.

This certification is issued to Mr. Jarata this 21st day of February 2011 for all legal intents and purposes.

(sgd.)
RAQUEL D. QUIAMBAO, Ed. D.
In-Charge

BIOGRAPHICAL SKETCH

"The journey of a thousand miles begins with a single step. All we need is the courage to take that first step."

At his very young age, he has already journeyed thousands of miles both in the domestic and international realms. But the more important thing behind this is the fact that this person has not been afraid to take that first step.

This person who has traversed the various paths of life traces his educational origins to a small but esteemed institution—Agoo Kiddie Special School—where he belonged to the first batch of graduates. It was within the portals of this school where he spent the basic and developmental stages of his life – his elementary and high school years. He has finished both his elementary and secondary education in AKSS with flying colors.

To continue his academic pursuits, he went to Saint Louis University in Baguio City where he took up and finished Bachelor of Arts in Communications inasmuch as he finds this area—particularly in journalism—as his field of inclination. He unfastened such wonderful inclination to his craft that had tossed him to the editorial board of White and Blue, the Official Student Publication of SLU. From the initial stint, he has widened his writing horizons, publishing one of his feature articles in the Youngblood section of the Philippine Daily Inquirer on October 17, 2008.

To pursue his academic endeavors, he enrolled in the Open University System of Benguet State University where he is taking up Masters in Development Communication.

A product of the best educational systems, he has imbibed the best that his schools could offer.

His first taste of the teaching profession was spent in Thailand where he worked as teacher, instructor and language skills development facilitator for pre-elementary, elementary and high school students in Rajabhat Maha Sarakham University Demonstration School. He was also an editor and instructional material developer in OHM Modern Education Inc. also in Thailand.

He then came back to the Philippines and served as a call center agent for Aegis People Support Inc., Baguio City.

At 24, Jesus Rafael B. Jarata is now an instructor at the College of Sciences at Don Mariano Marcos Memorial State University – South La Union Campus, Agoo, La Union. He also serves as the editor of the CS Journal, the Official Faculty Journal of the College of Sciences in DMMMSU- SLUC. Finally, satisfaction came when he passed the Civil Service Professional Examination, with a general rating of 80.22%, last October 2010.

Being a scion of a socially- committed and academically- inclined parents, (his father, Leonardo M. Jarata is a retired professor and his mother, Dolores B. Jarata is a public school teacher) it is natural for him to love his second passion and certainly his family's dedication—teaching.