Insert The Complete Name Of Your Degree Program.

Degree Program Initials Res. No \_\_\_\_

Date:

Insert Title of the study here

## Title Page

Insert researcher name 1

Insert researcher name 2

submitted to the faculty of the Insert your college name here sultan kudarat state university

in partial fulfillment of the

requriements for the

degree of

Insert your degree program here

(Insert your major, if any, inside the parentheses)

Insert month and year

**TRANSMITTAL**

## Transmittal

The thesis attached hereto entitled “**Insert Title of the study here**” prepared and submitted **by INSERT NAME OF THE RESEARCHERS HERE,** in partial fulfillment of the requirements for the degree *Insert The Name Of Your Degree Program Here* is hereby endorsed for approval.

**name of adviser**. **name of college dean**.

Adviser College Dean

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Signed Date Signed

NAME OF THE RESEARCH COORDINATOR

Campus Research Coordinator

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Signed

Accepted as partial fulfillment of the requirements for the degree of *Insert The Name Of Your Degree Program Here*.

NAME OF THE CAMPUS DIRECTOR

Campus Director

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Signed

**APPROVAL SHEET**

## Approval Sheet

The thesis attached hereto entitled “**Insert Title of the study here**” prepared and submitted **by INSERT NAME OF THE RESEARCHERS HERE**, for the degree *Insert The Name Of Your Degree Program Here* has passed the standards set by the Sultan Kudarat State University and was successfully defended before this guidance committee.

**Name of MEMBER Name of MEMBER**

Member Member

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Signed Date Signed

**Name of Adviser**.

Adviser

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Signed

Approved as partial fulfillment of the requirements for the degree of *Insert The Name Of Your Degree Program Here*.

NAME OF THE COLLEGE DEAN NAME OF RESEARCH COORDINATOR

College Dean Campus Research Coordinator

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Signed Date Signed

NAME OF CAMPUS DIRECTOR

Campus Director

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Signed

**BIOGRAPHICAL DATA**

## Biographical Data



Insert biography here.

**BIOGRAPHICAL DATA**

*Delete this page if there’s only one researcher or delete this line if there are two researchers.*



Insert biography here.

**acknowledgment**

## Acknowledgment

Insert acknowledgment here.

Researchers

**Researcher Name**

**Researcher Name**

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**Abstract**

## Abstract

**NAME OF RESEARCHERS**, **Month And Year Published**. “**TITLE OF THE STUDY**”. A thesis of **College Name**, Sultan Kudarat State University, **Insert Campus** Campus, **Municipality, Province**.

**Adviser: insert complete name of adviser**

Insert abstract here.

**Chapter I**

# CHAPTER 1 INTRODUCTION

**introduction**

## Background of the Study

The introduction of computer-mediated communications has brought about new forms of asynchronous discussion, which makes up a significant and very important component in distant interaction. The internet and computer networks have given a platform for online communication and interaction amongst people. Over the years, many other types of discussion groups have emerged; these are spaces where people may write their thoughts, read messages, share news, communicate with each other, and other types of information.

Many schools are adopting online communication and discussions, which is an effective way during this time, and one of these is Sultan Kudarat State University, which uses social media pages, specifically Facebook, to post announcements, events, or topics of interest where students can respond through comments, which leads to a discussion with other students and teachers. However, sometimes consistency is difficult in this space. Interaction with others can be unmanageable because so many pages associated with the school are created to deliver a piece of information to the students. If a student wanted to share information with other students or professors, they could only do it by posting on social media sites and hoping that others would see it. Nowadays, Physical interaction of teachers, students, and other staff in school will no longer be allowed and online communication will play a significant role. Although we have these social media sites that specialize in user interaction, none of this provides a space like a school environment where students and teachers can have interaction with a discussion about certain topics and school matters.

With this, the proponents propose an Internet-Based Discussion Forum for Sultan Kudarat State University using Progressive Web App Technology will bring people together with shared interests and mindsets. The use of an online discussion forum system has grown in popularity as a useful tool for engaging students outside of the classroom. The system is an online student-centered space platform that allows students to create posts, add comments to post threads, interact with and get feedback from other students and instructors, and accordingly create a deeper understanding of the subject matter being discussed. The system allows the web application to be installed on both iOS and Android devices, as well as desktop computers, and to be accessed with a single tap. Because it uses Progressive Web Application technology (PWA). The system’s push notifications functionality is one of its benefits, allowing users to receive timely updates. As a result, no user will miss any important forum announcements.

## Objectives of the Study

### General Objectives

Generally, this study aimed to design, develop and evaluate the study entitled **“Internet-Based Discussion Forum for Sultan Kudarat State University using Progressive Web App Technology”.**

### Specific Objectives

1. Allow users to access the app using web browsers or through installation on any of the given platforms.
   1. Desktop
   2. Android
   3. IOS
2. Provide a student module to perform the following:
   1. Manage account
   2. Create, update and delete a post
   3. Attach files to a post
   4. Filter a post by publicity
   5. Comment to a post
   6. View Announcements and Events
   7. Report a post
3. Provide a teacher module to perform the following:
   1. Manage account
   2. Create, update and delete a post
   3. Attach files to a post
   4. Filter a post by publicity
   5. Comment to a post
   6. Report a post
   7. View Announcements and Events
   8. Create, update and delete announcements and events
4. Provide an office administrator module to perform the following:
   1. Manage account
   2. Create, update and delete announcements and events
   3. Create, update and delete a post
   4. Attach files to a post
   5. Comment to a post
   6. Filter a post by publicity
   7. View Announcements and Events
5. Provide a system administrator module to perform the following:
   1. Manage account
   2. Create, update and delete announcements and events
   3. Manage users
   4. Delete a post
   5. Allowed to review discussion post that has been reported
6. Allows the user to receive live notifications for new announcements, new events.
7. Generate reports such as:
   1. Number of posts per campus
   2. Number of posts per day and months
8. Evaluate the system in terms of:
   1. Functionality
   2. Acceptability
   3. Accessibility

## Significance of the Study

This study entitled “Internet-Based Discussion Forum for Sultan Kudarat State University using Progressive Web App Technology” is beneficial to the following:

**Office administrators**

They will be able to create announcements and events regarding their office transactions and will be delivered to the students easily.

**Teachers**

The teachers will be able to send information and announcements to students in a much easy way.

**Students**

The system will be the main source of information coming from the different departments and teachers of all campuses of SKSU. It will be a huge help for the students to be updated all the time. The system will help the students to boost their confidence in socializing with others, sharing their thoughts, and starting a discussion forum.

**Future researchers**

This capstone project will be a test and a challenge for the researchers, as they will be putting their programming, system analysis and design, database administration, web development, and mobile development skills to the test.

## Scope and Limitation

**Scope**

*Allow users to access the app using web browsers or through installation on any of the given platforms (Desktop, Android, and iOS).* Users can access the app using the app and through installation by clicking the install button that pops up on the right corner of the URL bar of google chrome on the desktop or by clicking the install button on the menu bar of chrome in smartphone both android and ios.

*Provide a student module to perform the following*. A student can manage their account by clicking their profile picture where they can manage all of their personal information and security setting like two-way factor authentication with google authenticator and managing the session history. Students can create a post on the home page and attach images, videos, and files by clicking the attach file button. Before posting, the student can set the publicity of the post to customize the audience of the post. Students can comment on any of the visible posts by clicking the comment button at the bottom of every post. The app also provides a report button to any post so the users can report a post they find inappropriate or may contain foul words and content. Students can also view announcements in the announcements tab and events in the events tab.

*Provide a teacher module to perform the following*. Teacher can manage their accounts by clicking their profile picture where they can manage all of their personal information and security setting like two-way factor authentication with google authenticator and managing the session history. Teachers can create a post on the home page and attach images, videos, and files by clicking the attach file button. Before posting, the teacher can set the publicity of the post to customize the audience of the post. Teachers can comment on any of the visible posts by clicking the comment button to start a discussion. Teachers can manage announcements in the announcements tab and manage events in the events tab.

*Provide an office administrator module to perform the following*. An office admin can manage their accounts by clicking their profile picture where they can manage all of their personal information and security setting like two-way factor authentication with google authenticator and managing the session history. Office admin can create a post on the home page and attach images, videos, and files by clicking the attach file button. Before posting, the office admin can set the publicity of the post to customize the audience of the post. office admin can comment on any of the visible posts by clicking the comment button to start a discussion. office admin can manage announcements in the announcements tab and manage events in the events tab.

*Provide a system administrator module to perform the following*. A system administrator can manage their accounts by clicking their profile picture, they can manage all of their personal information and security setting like two-way factor authentication with google authenticator and managing the session history. System admin can also create a post on the home page and manage announcements by going into the announcement tab and managing an event in the event tab. System admin can manage all users in the user's tab, they can create a new user by providing the email address and initial password. System admin can review all of the reported posts by the users and delete them.

*Allow the users to receive live notifications for new announcements and events*. All users can receive live new notifications for new announcements and events in the notification panel that the app provided and optionally through email only if the user allows receiving notifications through email in the setting provided by the app.

**Limitation**

Users cannot install the app through any application store like the google play store or IOS app store.

Student account management does not include account deletion. Student can only update their course and campus information once, any subsequent update required approval from the system administrator. The student cannot create, edit or delete any of the announcements and events.

Teacher account management does not include account deletion. A teacher can only update their campus information once, any subsequent update required approval from the system administrator.

Office admin account management does not include account deletion. An office admin does not require personal information such as First name, Last name, address, etc.

The system administrator does not require personal information such as First name, Last name, address, etc.

## Operational Definition of Terms

The following terms are operationally defined as used in this study:

**PWA**  **-** A Progressive Web Application (PWA) is a website that provides all of the features of an app. PWAs allow you to create a version of your website or e-commerce business that is faster, more dependable, and more engaging. PWAs can perform almost everything that native apps can, including working offline, accessing your camera and microphone, and using GPS.

**Forum -** a place, meeting, or means for exchanging thoughts and viewpoints on a specific topic.

**System -** It is activated and ready for action and is capable of connecting with or being controlled by a computer. It has a complete installation that is designed to work together, including peripherals such as a monitor, printer, and hard disk drive.

**Internet -** It is a networked system that uses the TCP/IP protocol to connect computers all over the world.

**Asynchronous discussion-** Asynchronous discussion allows students to read and respond “out-of-time.” Given the latitude participants have in their reaction time, this type of online conversation, as seen in a college literacy course, produces a text of dialogue that has the potential to be reflective.

**Discussion** - Talking or writing about anything, especially to solve a problem or answer a question.

**Mediated communication-** is a term that describes communication that takes place using information and communication technology, as opposed to face-to-face contact.

**Technology -** Technology is the application of scientific knowledge to the practical aims of human life, or, as it is sometimes termed, the manipulation and alteration of the human environment.

**Chapter II**

# Chapter II Review of Related Literature

**review of related literature**

The literature and studies in this chapter have been carefully chosen. This literature and studies allow the researcher to have evidence and proof to their study. Also, this chapter analyses the relevance of the study.

**Online Discussion Forums is a New Way to Connect People in Distant Communication and Share a Common Interest**

According to (Zalpaska, Falnegin, & Rudd, 2004), traditional learning is supported through online discussion forums, which stimulate discourse, reflection, knowledge building, and self-evaluation. Because of their potential benefits, online discussion forums are becoming increasingly commonly regarded as tools for online learning. "Online conversations may help students' critical thinking and problem-solving abilities, decision-making capacity, and writing communication skills, as well as their ability to organize and evaluate material.

Relatively, (Beal, 2008), stated that forums are online discussion places where you may read messages and create a post from other users who share your interests, often in the form of an ordered thread layout. Many websites today develop communities around their sites by providing discussion forums where users may post comments, respond to and discuss specific topics, or just introduce themselves to other forum members. These online communication venues are frequently referred to as online forums, discussion forums, or just forums. A forum is a community-created tool that "hosts" talks and user-generated information. Most forums will include moderators, often known as mods for short, who have the ability to remove unrelated posts, harsh remarks, spam messages, and even disruptive users themselves. They can close discussions and generally ensure that the forum works properly for all participants.

According to (Cashel, 2001), Usenet newsgroups sparked the idea for Web-based discussion forums. Usenet began in 1979 as a bulletin board system supported by UNIX workstations. Discussion forums were built to run on the Web rather than on a UNIX-based system as technology advanced. Discussion forums, like newsgroups, functioned similarly to Internet chat. Discussion forums and chat technologies were used by web users to converse online. Discussion forums, on the other hand, featured asynchronous communication, which differentiated from chat in that users may post and respond to messages from any computer at any time, whereas chat required all chatters to be signed in at the same time.

According to (Rollag, 2010), blending an internet discussion platform with a case study technique, which is a typical teaching and learning methodology utilized in various business schools, is believed to be an excellent method for getting students to interact ideas into practice. As an outcome, numerous academics have begun to teach utilizing the case method through online discussion forums. While the learning outcomes of online and face-to-face scenario talks are comparable, there has been little research on the teaching methods and evaluation of the virtual methodology in business and accounting education.

**Impact of Online Discussion Forums in Students Learnings: Engaging Students Outside the Classroom**

According to (Seethamraju & Hwang, 2014), there is an advantage and some issues in using online discussion forums depending on the character and behavior of the students. The benefits of utilizing discussion boards forums and peer-to-peer learning to promote student learning are widely established. Aside from entirely online courses, their usage in conventional learning settings to augment face-to-face teaching is rising and has now become a standard educational method in higher education. The usage of internet discussion boards as a performance indicator for students is becoming increasingly prevalent. Online discussion forums are meant to foster flexible and self-directed learning and knowledge production, as well as the development of critical thinking abilities. However, there are certain drawbacks, such as learners' lack of attention and inadequate contemplation, students' inability to react to the ideas of others, and surface-level debates. Despite the numerous advantages of its usage, a study on students' use of online discussion forums in the context of their studies, as well as the features of a successful online discussion area that enable effective learning, is required.

“The effect of these hybrid learning methods, which combine traditional classroom case study techniques with asynchronous media like online discussion forums, on academic results and processes, however, is unknown. With the new widespread adoption of course management systems (CMS) and learning management systems (LMS) by academic institutions, more research is needed to provide insights into the field's current and future developments”. (M. Loncar, N. E. Barrett, & Liu, 2014)

According to (Castaneda & Rentz, 2020), online discussion forums can be used in any form of discussion like debate. Gaining more knowledge about a certain topic and building a relationship with others. There are two possible benefits to utilizing your discussion board as a platform for a debate. It sets the setting for a dynamic and interesting dialogue. It also enables you, the teacher, to assist students on how to properly and intellectually participate in a debate, a skill that seems to be disappearing in today's political and sociological atmosphere. When utilizing a discussion board as a debate forum, you may assign students to argue from a given standpoint or enable them to debate from their own. In any situation, having a rubric or rules in place to encourage students toward courteous, well-developed replies is useful. You or a student assigned to you will most likely function as moderator.

According to (Higley, 2018), actively engaging in online conversation and participating in a group discussion can make you a better student. Respecting other efforts, shared knowledge, and contribution the learners in collaborative group conversation learn to listen closely to one another. The most direct and reciprocal means for educators to evaluate web-based learning is learning via collaborative online discussion groups.

According to (Delaney, Kummer, & Singh, 2018) in student success, the question of the educational motive and its impact is raised when information technology alone does not contribute. In the context of discussion boards, they recognized content knowledge, writing skills, organization and structure, and cooperative learning as good educational outcomes. According to SLT, ensures that they manifest in the cognitive model. Setting these objectives before the learning process. Furthermore, To ensure adequate motivation within the educational setting meeting these objectives should be incentivized with grades. . According to Chen, Lambert, and Guidry (2010), with web-based technologies student engagement is extremely important for learning. This is because they were better able to engage in the two-way interaction required for the intellectual process of learning as well as participate in related teamwork.

According to (Williams & Lahman, 2011), despite discipline, In general, education classes instructors aim to engage students and develop critical thinking skills. According to a recent study it promotes active learning and increases student performance of the benefits of online discussion (also known as computer-mediated communication). "Critical thinking spillovers," according to Stephenn DeLoach and Steven Greenlaw (2005), are absent from conventional class discussion and writing schoolwork. According to the researchers, the quality of comments they receive from their classmates the students' arguments tend to improve in response. Correspondingly, students improved their grades after reading notes written by other students and the instructor. researchers found that the students who began classes with lower grade-point averages.

According to (Harlen & Deakin-Crick, 2003), lack of participation by most learners and the dominance of a bunch of students is the core issue in asynchronous discussion forums. Grading can be a viable technique for encouraging participation because assessment is the currency that students deal in. Given that today's students have extensive online and social media experience, prior internet experience may no longer be a concern. As a result, rating students based on their contributions can be used to encourage participation and learning. As a result, students' engagement may be limited moderately; however, the conversation with thought and preparation grading may inspire students to participate. Revealing their lack of knowledge students may be afraid of, which could be used against them if they reveal too much. The effective learning environment and assessment must be carefully planned to avoid unintentionally decreasing learning motivation.

“Comtella Discussions (Comtella-D) is an online community for discussing the social, ethical, legal, and managerial issues associated with information technology and biotechnology. Moreover, it represents a mechanism for motivating participation in interest-based online communities, which engages non-contributing members by modeling and visualizing the asymmetrical relations formed when reading, evaluating, or commenting on other community members' contributions. Indeed, it was used to support the coursework related to the 4th year undergraduate class on Ethics and IT taught in the spring of 2006 at the University of Saskatchewan. Access to content is restricted to registered members. Members are relatively anonymous because they are identified just by their alias. The purpose of using Comtella-D in the class was to share and discuss information (Internet publications, popular magazines, papers, respectively) related to the course topics. The students had to share at least one link to an online paper related to the weekly topic and summarize the paper in a way that stimulates discussion. As a part of their coursework, the students also had to reply/discuss two of their colleagues' postings each week. In parallel with the students of the Ethics and IT class, (4th-year Computer Science students), the Comtella-D system was used in a class on Ethics and Technology offered by the Philosophy department. These students used the system only as an additional resource, recommended by the instructor. The system was not related to their coursework, and it was used entirely voluntarily”. (Abel, et al., 2010)

## Conceptual Framework

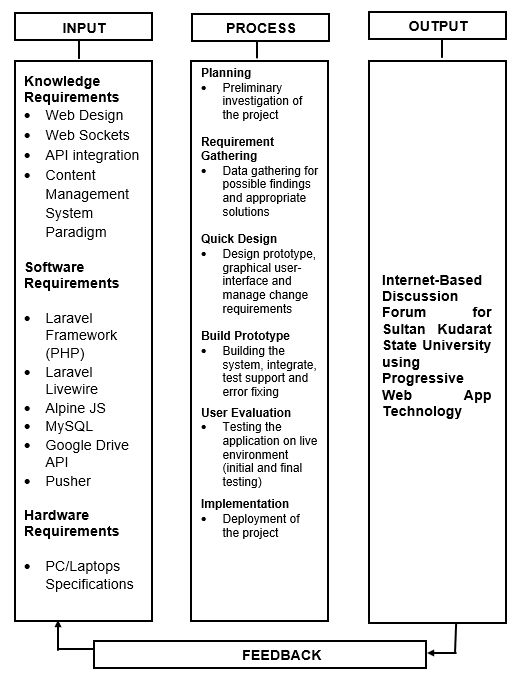


Figure 1. Conceptual Framework of the Study

**Chapter III**

# CHAPTER III METHODOLOGY

**methodology**

Insert introductory paragraph for the methodology here.

## Project Development Description

### Tools and Equipment

Insert content for the discussion of the materials used in the study.

Table 1. Tools and Equipment Used in the Study

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Insert discussion of tools and equipment used to develop the project.

Table 2. Bill of Supplies and Materials

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Insert discussion of supplies and materials needed to develop the project.

### Project Duration

Figure 2. Project Duration

Insert discussion of schedule of activities

## Software Development Methodology

Figure 3. System Development Life Cycle

Insert content for the discussion of the system development life cycle.

### Context Diagram

Figure 4. Context Diagram of the System

Insert content for the discussion of the context diagram.

### Data Flow Diagram

Figure 5. Data Flow Diagram of the System

### 

Insert content for the discussion for the Data Flow Diagram.

### Entity Relationship Diagram

Figure 6. Entity-Relationship Diagram

Insert content for the discussion for the ER Diagram.

### Database Structure

Figure 7. Database Structure used in the System

Insert content for the discussion for the Database Structure.

### File Structure

Figure 8. File Structure used in the System

Insert content for the discussion for the file structure.

## Hardware Development Methodology

Insert content for the discussion of the hardware development methodology.

### Perspective Plan

Insert content for the discussion of the perspective plan.

### Construction Procedures

Insert content for the discussion of the construction procedures.

## 

### Block Diagram

Figure 9. Block Diagram

Insert content for the discussion for the block diagram.

### Schematic Diagram

Figure 10. Schematic Diagram

Insert content for the discussion for the Schematic Diagram.

## Evaluation Methodology

### Research Design

Insert content.

### Methods of Research

Insert content.

### Respondents of the Study

Insert content.

### Sampling Procedure or Experimental Design

Insert content.

### Data Gathering Procedures

Insert content.

### Data Gathering Instruments

Insert content.

### Statistical Tools and Treatment of Data

Insert content.

**Chapter IV**

# CHAPTER IV RESULTS AND DISCUSSION

**RESULTS and discussion**

This part is an introductory paragraph for the results and discussion

## Results and Discussion

Insert content about table below.

Table 3. Title of this Table

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Insert discussion of results from the table above.

**Chapter V**

# CHAPTER V SUMMARY, CONCLUSION, AND RECOMMENDATION

**Summary, conclusion, and Recommendation**

Insert content introductory discussion of summary, conclusion, and recommendation.

## Summary

Insert content.

## Conclusion

Insert content.

## Recommendations

Insert content.

# literature cited

## Books

Lastname, Initials (Year of Publication). *Book Title.* Publisher. Place of Publication.

Stallings, W. (1994). *Operating Systems, 4th Ed.* Prentice Hall. Upper Saddle River, NJ.

## Journals (Published/Unpublished)

Lastname, Initials. (Date of Publication). Title of Article. *Title of Periodical, Volume number or Issue Number.*

Lastname, Initials. (Date of Publication). Title of Article. *Title of Periodical, Volume number or Issue Number.*

## Online Sources

Lastname, Initials. (Date of Publication). *Book Title*. Retrieved from URL

De Huff, E.W. (2009). *Taytay’s Tales: Traditional Pueblo Indian Tales.* Retrieved from http://digital.library.upenn.edu/women/dehuff/taytay/taytay.html

Topic. (Date of Publication). In *Encyclopedia Title.* Retrieved from URL

Computer. (2005). In *Encyclopedia Britannica online*. Retrieved from http://www.britannica.com/EBchecked/topic/130429/computer

Thesis **(Published/Unpublished)**

Lastname, Initials (Date of Publication). *Study Title.* Publisher. Place of Publication.

Lastname, Initials (unpublished). *Study Title.* Place of Study

# appendices

Form 1

Appendix 1

**Plan of Course Work**

## Appendix 1 Plan of Course Work

Name: **NAME OF RESEARCHER** Course: **BS\_\_**

Major Course:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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Total Number of Units Required for the Period : **## Units**

Total Numbers of Units Earned : **## Units**

Certified Correct: Approved:

**NAME OF REGISTRAR** EDWIN C. ALIDO, EdD

Campus Registrar Campus Director

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Date

Appendix 3

Form 3

**APPLICATION FOR THESIS TITLE**

## Appendix 2 Application for Thesis Title

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

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| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ |
|  | Remarks | Signature |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ |
|  | Remarks | Signature |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | \_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_ |
|  | Remarks | Signature |

I am planning to write my thesis title on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, at SKSU Isulan Campus.

Very respectfully yours,

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Students

Recommending Approval:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Member Member

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Adviser

Endorsed:

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Campus Research Coordinator College Dean

\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_

Date Signed Date Signed

Approved:

**ELMER C. BUENAVIDES, DIT**

Campus Director

\_\_\_\_\_\_\_\_\_\_\_\_

Date Signed

Form 2

Appendix 2

**NOMINATION OF GUIDANCE COMMITTEE**

## Appendix 3 Nomination Guidance Committee

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, a student of \_\_\_\_\_\_\_\_\_\_\_\_\_\_ hereby nominate the following as adviser and members of my thesis guidance committee.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adviser

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Member Member

We, hereby certify our willingness to act as adviser / members of the guidance committee**.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Adviser

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Member Member

Endorsed:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Campus Research Coordinator College Dean

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Signed Date Signed

Approved:

ELMER C. BUENAVIDES, DIT

Campus Director

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Signed

Form 4

Appendix 4

**APPLICATION FOR THESIS OUTLINE DEFENSE**

## Appendix 4 Application for Thesis Outline Defense

Name:**NAME OF RESEARCHER** Course/Major: **BS\_\_**

I have the honor to apply for outline defense for my study entitled: **TITLE OF THE STUDY**

Time:

Date:

Venue:

**NAME OF MEMBER** **NAME OF MEMBER**

Member Member

**NAME OF STATISTICIAN** **NAME ENGLISH CRITIC**

Statistician English Critic

**NAME OF ADVISER**

Adviser

Endorsed: Recommending Approval:

MA. RHODORA R. GALLO **COLLEGE DEAN**

Campus Research CoordinatorCollege Dean

Approved:

EDWIN C. ALIDO, EdD

Campus Director

Form 5

Appendix 5

**CHANGE OF ADVISER / GUIDANCE COMMITTEE MEMBER**

## Appendix 5 Change of Adviser / Guidance Committee Member

Name: DIONEL G. FANTILANAN Course: BSIT

MARK JOSEPH C. FERMALINO Major: **COURSE/MAJOR**

CELSO VIDAL A. NOLLAS

Thesis Title: BACPAC: A Contemporary Backpack Order Design Method

**APPROVED BY THE GUIDANCE COMMITTEE**

**NAME OF ADVISER** \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Adviser Signature Date

**NAME OF MEMBER** \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Member Signature Date

**NAME OF MEMBER** \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Member Signature Date

**NAME OF ENGLISH CRITIC** \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

English Critic Signature Date

**NAME OF STATSICIAN** \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Statistician Signature Date

Endorsed: Recommending Approval:

MA. RHODORA R. GALLO **COLLEGE DEAN**

Campus Research Coordinator College Dean

Approved:

EDWIN C. ALIDO, EdD.

Campus Director

Form 6

Appendix 6

**APPROVAL OF THESIS OUTLINE**

## Appendix 6 Approval of Thesis Outline

Name:**NAME OF RESEARCHER** Course/Major:**BS\_\_**

Major: Click here to enter text.

Thesis Title: Click here to enter text.

**APPROVED BY THE GUIDANCE COMMITTEE**

**NAME OF ADVISER** \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Adviser Signature Date

**NAME OF MEMBER** \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Member Signature Date

**NAME OF MEMBER** \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Member Signature Date

**NAME OF STATISTICIAN** \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Statistician Signature Date

**NAME OF ENGLISH CRITIC** \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

English Critic Signature Date

Endorsed: Recommending Approval:

MA. RHODORA R. GALLO **COLLEGE DEAN**

Campus Research Coordinator College Dean

Approved:

EDWIN C. ALIDO, EdD

Campus Director

Form 7

Appendix 7

**CERTIFICATION OF STATISTICIAN**

## Appendix 7 Certification of Statistician

This is to certify that the thesis entitled INSERT TITLE OF THE STUDY conducted on \_\_\_\_\_\_\_\_\_\_\_, authored by INSERT NAME OF RESEARCHER was evaluated/checked by the undersigned as to the statistical analysis and interpretation.

Issued on this \_\_\_\_\_\_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_.

**NAME OF STATISTICIAN**

Statistician

Noted:

EDWIN C. ALIDO, EdD

Campus Director

Form 8

Appendix 8

**CERTIFICATION OF ENGLISH CRITIC**

## Appendix 8 Certification of English Critic

This is to certify that the thesis entitled INSERT TITLE OF THE STUDYconducted on \_\_\_\_\_\_\_\_\_\_\_\_\_\_ authored byINSERT NAME OF RESEARCHERwas edited by the undersigned as to its grammar.

Issued on this \_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_\_.

**NAME OF ENGLISH CRITIC**

English Critic

Noted:

EDWIN C. ALIDO, EdD

Campus Director

Form 9

Appendix 9

**APPLICATION FOR THESIS FINAL DEFENSE EXAMINATION**

## Appendix 9 Application for Thesis Final Defense Examination

Name:DIONEL G. FANTILANANCourse/Major:BSIT

MARK JOSEPH C. FERMALINO

**CELSO VIDAL A. NOLLAS**

Thesis Title: BACPAC: A Contemporary Backpack Order Design Method

Please write **×** whether: ( ) First ( ) Second ( )Third

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Venue: \_\_\_\_\_\_\_\_\_

Guidance Committee

Name Signature Date

MA. RHODORA R. GALLO, MSIT \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Adviser

ELMER C. BUENAVIDES, DIT \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Member

CYRUS B. RAEL, MIT \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Member

KYRENE L. DIZON \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

Statistician

ROSELA O. SAZON\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_

English Critic

Endorsed: Recommending Approval:

MA. RHODORA R. GALLOELMER C. BUENAVIDES, DIT

Campus Research Coordinator College Dean/Campus Director

**NAME OF CAMPUS DIRECTOR**

**Report on the Result of Final Defense**

(Action taken by the Guidance Committee. Please indicate whether Passed or Failed)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Signature |  | Date |  | Remarks |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Approved:

EDWIN C. ALIDO, EdD

Campus Director

Form 10

Appendix 10

**APPLICATION FOR THESIS FINAL PRINTING AND BINDING**

## Appendix 10 Application for Thesis Final Printing and Binding

This is to certify that the thesis entitled **INSERT TITLE OF THE STUDY HERE** was thoroughly reviewed by the guidance committee and recommended for final printing and binding.

**Name of English Critic Name of Statistician**

English Critic Statistician

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Signed Date Signed

**Name of MEMBER Name of MEMBER**

Member Member

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Signed Date Signed

**Name of Adviser**.

Adviser

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Signed

Recommending Approval:

MA. RHODORA R. GALLO **COLLEGE DEAN**

Campus Research Coordinator College Dean

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Signed Date Signed

Approved:

EDWIN C. ALIDO, EdD

Campus Director

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Signed

Appendix 11

**SAMPLE QUESTIONNAIRE**

## Appendix 11 Sample Questionnaire

Appendix 12

**Pictorials and Screenshots**

## Appendix 12 Pictorials and Screenshots

Appendix 13

**SOURCE Code**

## Appendix 13 Source Code

Appendix 14

**DVD**

## Appendix 14 DVD