

## **MOVING TOWARDS JURIS DOCTOR: A STUDY ON THE READINESS OF B.S. LEGAL MANAGEMENT STUDENTS FOR LAW SCHOOL**

**MA. VICTORIA C. GANNABAN**

LPT, DPA.

### **Abstract**

The study revolved around the readiness of the graduates of the B.S. Legal Management batch 2022 to study law or Juris Doctor. Since various contributors can influence their readiness to study law, the main concern of the study was to ascertain the respondents' academic profile and the determinants influencing their readiness for law school. The determinants were ranked as perceived by the student-respondents of CSU, Andrews Campus of A.Y. 2021-2022. The relationship between academic profile and determinants was likewise verified. A descriptive correlational method of research was used in the study. The study revealed that a number of variables have a significant relationship with the respondents' readiness for law school. From the results of the study, it is hoped that students who plan to take Juris Doctor (J.D.) degree will be more prepared and ace their study of it.

**Keywords:** Academic Profile, Academic Skills, Determinants, Juris Doctor (J.D.), Readiness

### **INTRODUCTION**

Most students wonder how law school works. Based on Law School 101: Tips on How to Prepare for Law School, Compiled by Anchiebald Faller Capila (2021). Law school is a culmination of emotions that one cannot exactly pinpoint and determine. Indeed, law school is an experience for the ages. Law school is a place that is in a league of its own. This is a manifestation that J.D. students must somehow acquire the basic skills needed in order to survive the degree. Therefore, getting into law school is far from easy.

However, despite the hardships of the legal degree, it continues to be a highly wanted course of study by students who graduated from a four-year course, especially graduates of B.S. in Legal Management. Therefore, it is imperative for incoming law students to know what it is really like to be a law student. While there are so many things we hear about law school from many people, it is important for them to know whether they are equipped with the things they need to have in law school. This will tell them whether or not they are fit for the course to become future lawyers. Hence, the study will revolve around the readiness of the graduates of the B.S. Legal Management batch 2022 to study law or Juris doctor. In this study, the researcher hope that its results will serve as a basis to enhance the existing curriculum for B.S. Legal Management that can be of great help to boost their morale to take up Juris Doctor.

### **Research Problem**

Generally, the study aimed to ascertain the determinants of the respondent's readiness to study law. Specifically, it sought to answer the following questions:

1. What is the academic profile of the respondents in terms of:
  - 1.1 Sex

- 1.2 Academic Track in Senior High School
- 1.3 Academic Status
- 1.4 Highest Academic Awards Received
2. What are the determinants affecting the respondents' readiness to study law?
3. What is the rank per item of the determinants affecting the respondents' readiness to study law in terms of:
  - 3.1.1 Academic Skills
  - 3.1.2 Self-Understanding
  - 3.1.3 Self-Advocacy
  - 3.1.4 Motivation and Confidence
  - 3.1.5 Post Bachelor's Degree (B.S. Legal Management)
4. What is the rank of the five (5) determinants affecting the respondents' readiness to study law?
5. Is there a significant relationship between the Academic Track in Senior High School and Highest Academic Awards Received and determinants affecting the respondents' readiness to study law?

### Hypotheses

The study was guided by the null hypothesis that there is no significant relationship between the Academic Track in Senior High School and Highest Academic Awards Received and determinants affecting the respondents' readiness to study law.

### Research Paradigm

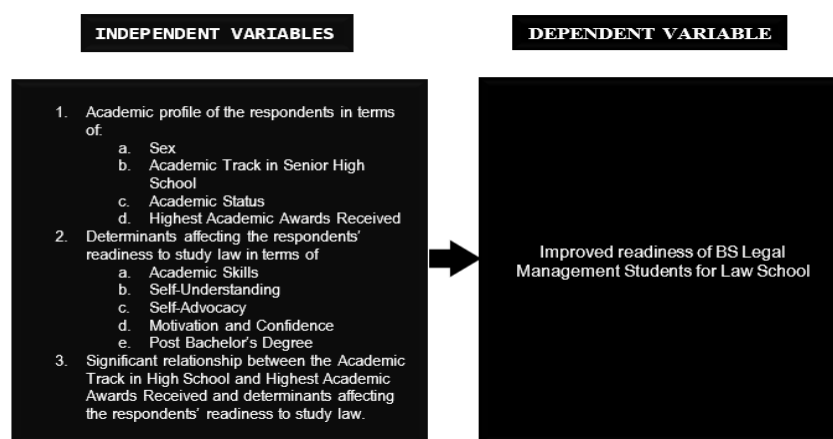


Figure 1 presents the research paradigm that provides a framework for the study. It shows the academic profile and determinants affecting the respondents' readiness to study law as

independent variables. The academic profile includes sex, academic track in senior high school, academic status, and highest academic awards received. On the other hand, the determinants affecting the respondents' readiness to study law include academic skills, self-understanding, self-advocacy, motivation and confidence and post-bachelor's degree. These independent variables are assumed to have no relationship on the readiness of B.S. Legal Management students for Law School, which is to be proven in the study.

### **Significance of the Study**

The result of the study will be useful to the following individuals:

**CSU Instructors and Professors:** To provide knowledge and skills that will equip aspiring J.D. students with the ability to deal with the difficulties they need the moment they first set foot in their respective law schools.

**B.S. Legal Management Students:** As direct recipients of the study, the result of the study can improve their level of preparedness to study law through the recommendations provided.

**Parents and Guardians:** The study will provide knowledge on the determinants affecting the respondents' readiness to study law and, therefore, can make necessary adjustments and provide the needed support for their children in the university.

**Future Researcher:** Since the study deals only with (4) variables of academic profile and (5) variables on the determinants affecting the respondents' readiness to study law, future researcher can use the current study's results as the basis for relevant studies that would consider a broader scope of variables.

### **Scope and Delimitation**

The study is delimited in determining the respondents' readiness to study law. The respondents' academic profile and determinants affecting their readiness to study law were ascertained and ranked. A test of relationship among variables was also conducted. A questionnaire via google form was administered to the forty-eight (48) 4<sup>th</sup> year B.S. Legal Management students of Cagayan State University, Andrews Campus for A.Y. 2021-2022.

### **Definition of Terms**

The following terms are subsequently defined for easier understanding by the readers:

**Academic Profile:** It refers to the respondents' sex, academic track in senior high school, academic status, and highest academic awards received.

**Academic Skills:** It refers to the cognitive capacity of the mind that can be broken down into subdomains which includes the ability to learn, perceive, analyze and synthesize. It is also the degree of scholastic performance measured in terms of grades.

**CBEA:** It stands for the College of Business, Entrepreneurship, and Accountancy, and it is the college where the respondents are enrolled.

**Correlation:** It refers to a method of determining the degree of relationship between and among variables.

**CSU:** It stands for Cagayan State University. It is one of the premier higher learning institutions in Region 2, where the respondents are studying.

**Determinants:** These are the contributors that may affect the readiness of the respondents to study law. It refers to academic skills, self-understanding, self-advocacy, executive function, motivation and confidence, and post-bachelor's degree (B.S. Legal Management).

**Juris Doctor (JD):** Also known as Doctor of Jurisprudence is a graduate-entry, a professional degree necessary to become a lawyer.

**Readiness:** The state of being prepared to study law.

**Respondents:** It refers to the 48 fourth-year B.S. Legal Management students of CSU, Andrews Campus

## RESEARCH METHODOLOGY

### Research Design

According to Kerlinger (1986), "research design is the plan and structure of investigation conceived to obtain answers to research questions. The researcher used descriptive - a correlational research design. The design is preferred because its focus is to verify formulated hypotheses that refer to the present situation in order to elucidate it. On the other hand, a correlational study is a type of descriptive research in which researcher look for relationships between two or more variables (Busk, 2015). The study determined the relationship between the respondents' academic profile variables and determinants affecting their readiness to study law.

### Respondents of the Study

The respondents of the study were the forty-eight (48) fourth-year B.S. Legal Management students of CSU, Andrews Campus of A.Y. 2021-2022. Purposive sampling was utilized, and a total of 48 responded, forming a 100% sample size.

### Data Gathering Instrument

The principal tool used to gather data is the questionnaire that was administered thru Google form. Part 1 of the questionnaire dealt with the following academic profile of the respondents: sex, academic track in senior high school, academic status, and highest academic awards received. Part 2 consists of the five determinants affecting the respondents' readiness to study law in terms of academic skills, self-understanding, self-advocacy, motivation and confidence and post-bachelor's degree (B.S. Legal Management).

### Data Gathering Procedure

To gather data on the academic profile of the respondents and five contributors affecting the respondents' readiness to study law in terms of academic skills, self-understanding, self-

advocacy, motivation, and confidence, and post-bachelor's degree (B.S. Legal Management), the researcher applied the following steps: First, the researcher submitted and presented a research proposal to the campus. After which, the researcher administered the questionnaire to the respondents via Google form. Then the results were automatically tallied and interpreted.

**Statistical Treatment and Analysis**

The study used the following statistical tools needed in the analysis of the data.

Frequency count and percentage distribution were used to interpret the academic profile of the respondents. The formula is stated below.

Formula:  $\% = (F/N) \times 100$

Where: F = frequency

N = total population

% = percent

Ranking was also utilized. On the other hand, the Chi-square test was used to determine the significant relationship between the academic profile of the respondent and determinants affecting their readiness to study law.

**RESULTS AND DISCUSSION**

**Table 1: Academic Profile of Respondents in Terms of Sex**

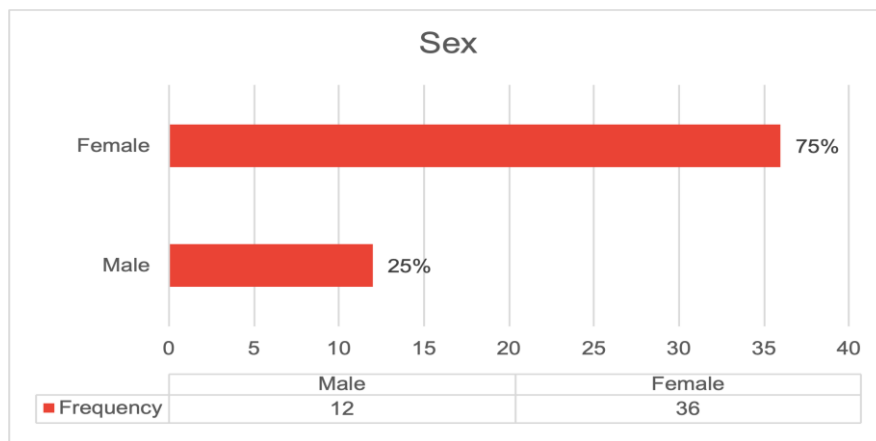


Table 1 shows the frequency and percentage distribution of respondents' academic profiles of respondents in terms of sex. As reflected in the above table 36 or 75% of the respondents are female and 12 or 25% of them are male. The percentage of women studying B.S. Legal Management in CBEA has been slowly eating into the percentage of male counterpart for at least six years as shown in the profile of enrollees of the university. This implies that program is dominated by female students hence the above data.

**Table 2: Academic Profile of Respondents in Terms of Academic Track in Senior High School**

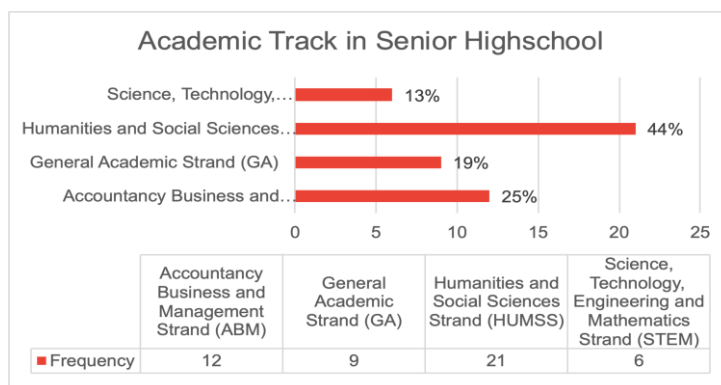


Table 2 shows the frequency and percentage distribution of respondents' academic profiles of respondents in terms of academic track in senior high school. 21 or 44% of the respondents were under the Humanities and Social Sciences Strand (HUMSS). Students pursuing college degrees on this strand will have a deeper understanding of arts, culture, literature, politics, and society and how the complex interplay of these facets help them appreciate individual behavior and social group and pressing issues corresponding to them. On the other hand, 6 or 13% of the respondents belonged to Science, Technology, Engineering, and Mathematics Strand (STEM). This is because STEM is designed to prepare students who express a keen interest in taking college degrees focused on Science, Technology, Engineering, and Mathematics (STEM). Senior high school students will be exposed to learning activities that will hone their knowledge and skills in analyzing data, understanding the real-world, and conducting research, as stated in <https://www.onlineshs.com/stem/>.

**Table 3: Academic Profile of Respondents in Terms of Academic Status**

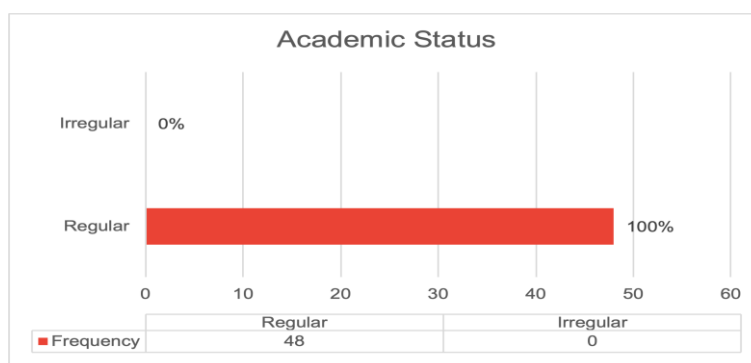


Table 3 shows the frequency and percentage distribution of respondents' academic profile of respondents in terms of academic status. 48 or 100% of the respondents are regular students. This implies that the respondents accredited all their courses in a timely manner according to the university's established curriculum in a certain level of studies and do not owe any semester course in the past.

**Table 4: Academic Profile of Respondents in Terms of Highest Academic Awards Received**

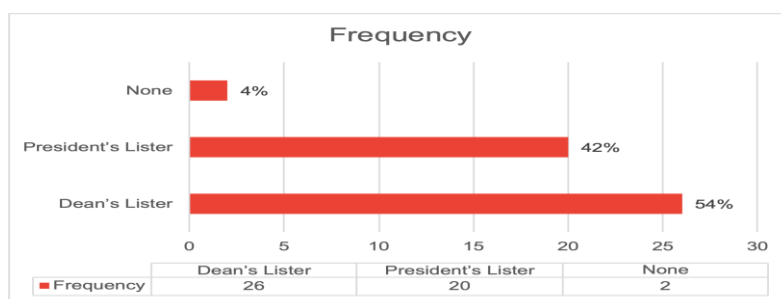


Table 4 shows the frequency and percentage distribution of respondents' academic profile of respondents in terms of the highest academic awards received. The data shows that 26 or 54% of the respondents are Dean's listers and 20 or 42% are President's listers. This means that the respondents stand out for their hard work and achievement in school. After all, students who receive rewards will always do more than is expected. It is a great approach to celebrating hard work and success in school. They look upon it as an honor. Hence, the above data.

**Table 5: Determinants Affecting the Respondents' Readiness to Study Law in Terms of Academic Skills**

Determinants of Readiness Academic Skills	Frequency	Percentage	Rank
1. I can you read up to 200 - 300 pages in a week?	12	25.00%	5
2. Writing essays and cases analysis is relatively easy for me.	15	31.25%	4
3. I have a system for taking down notes?	22	45.83%	3
4. I have a system for preparing for tests and exams?	26	54.17%	2
5. I'm good at prioritizing my time to get my studies done.	27	56.25%	1

The above data shows the level of readiness of respondents in terms of academic skills. The item, "I'm good at prioritizing my time to get my studies done," ranks the highest with 27 or 56.25% of the respondents. This is a manifestation that the respondents are spending their time the right way, for it is aligned with their priorities. This is also in connection to the time management quote of Stephen Covey, "The key is not to prioritize what's on your schedule, but to schedule your priorities".

**Table 6: Determinants Affecting the Respondents' Readiness to Study Law in Terms of Self-Understanding**

Determinants of Readiness Self-Understanding	Frequency	Percentage	Rank
1. I know my academic strengths?	25	52.08%	2
2. I know which academic tasks give me the most difficulty?	39	81.25%	1
3. I can identify the academic supports I need to be successful?	19	39.58%	3.5
4. Most of the time, I feel others understand me.	6	12.50%	5
5. I never worry about what others think of me and don't let that determine my actions.	19	39.58%	3.5

In terms of Self-Understanding, the item, “I know which academic tasks give me the most difficulty?” has the highest rank, with 39 or 81.25% of the respondents. This shows that the respondents are aware of the various academic tasks they are expected to accomplish and their difficulties. By understanding this, they will consider the required knowledge and skills as well as allot enough time and energy to complete all academic tasks in the best manner they can. Hence, the above data.

**Table 7: Determinants Affecting the Respondents’ Readiness to Study Law in Terms of Self-Advocacy**

Determinants of Readiness Self-Advocacy	Frequency	Percentage	Rank
1. I often participate in class discussions	23	47.92%	2
2. If I don't understand something in class, I typically feel comfortable asking my professor a question	10	20.83%	5
3. I enjoy learning things on my own and not just from a class	31	64.58%	1
4. I'm not afraid to take a position with which others will disagree.	12	25.00%	4
5. I am comfortable making some decisions without others' input.	20	41.67%	3

Table 7 presents the respondent's perception of their level of readiness in terms of self-advocacy. "I enjoy learning things on my own and not just from a class" has the highest, with 31 or 64.58% of the respondents. This shows that the respondents study on their own, outside the classroom, without their instructors. This is in line with the assumption of Ransom Patterson (2021) that the great part of self-education is you're directing your learning. You get to mix and match the learning techniques and styles that work best for you. You aren't bound by the preferences of a single instructor or your classmates.

**Table 8: Determinants Affecting the Respondents’ Readiness to Study Law in Terms of Motivation and Confidence**

Determinants of Readiness Motivation and Confidence	Frequency	Percentage	Rank
1. I know what I will become after college.	39	81.25%	1
2. I usually go beyond class requirements, not because I have to, but because I'm interested in what I'm learning	17	35.42%	5
3. If I want to do something on weekends, I usually don't need my friends to do it with me	18	37.50%	4
4. I would be willing to give up my extracurricular interest to make excellent grades	24	50.00%	3
5. I know that I can succeed.	25	52.08%	2

As shown, 39 or 81.25% of the respondents rank the item “I know what I will become after college” highest in terms of motivation and confidence. This data explains that the respondents recognize the importance of choosing the right course for them and that they already have a clear picture in mind of what they will become after college. As James Payn stated, "Nature, of course, is the best guide in the matter of choosing a pursuit."



**Table 9: Determinants Affecting the Respondents' Readiness to Study Law in Terms of Post Bachelor's Degree**

Determinants of Readiness	Frequency	Percentage	Rank
<b>Bachelor's Degree</b>			
1. I see many benefits in going to law school	40	83.33%	1
2. I want to go to law school as much as my parents want me to go.	27	56.25%	2
3. I don't feel pushed into going to law school.	17	35.42%	3
4. The thought of law school doesn't really scare me.	0	0.00%	5
5. I am ready to think about my future and plan to become a lawyer.	21	43.75%	4

Table 9 shows the level of readiness of respondents in terms of post-bachelor's degree. The item "I see many benefits in going to law school" ranks the highest, with 40 or 83.33% of the respondents. As revealed by OW Holmes Jr. The Path of the Law in 2009, studying law is not studying a mystery but a well-known profession. People study it in order to appear before judges or to advise people in such a way as to keep them out of court. Further, the data is a confirmation of the desire of the respondents to become lawyers in the future and to bring a huge difference to the lives of many.

**Table 10: The rank of the Five (5) Determinants Affecting the Respondents' Readiness to Study Law**

Determinants of Readiness	Frequency	Percentage	Rank
1. Academic Skills	102	42.50%	4
2. Self - Understanding	108	45.00%	2
3. Self - Advocacy	96	40%	5
4. Motivation and Confidence	123	51.25%	1
5. Post Bachelor's Degree	105	43.75%	3

Table 10 shows the rank of the five (5) determinants. The first is "Motivation and Confidence," with 123 or 51.25%. As Michelle Obama says, "Your success will be determined by your own confidence and fortitude" this statement is true for the respondents. Despite the adversity of the course, they are still driven to be awardees and to dream big. Ranked second is "Self-Understanding" with 108 or 45.00%, it means that the respondents know themselves and are sure of what they want in life, especially in relation to their future careers. The third is "Post Bachelor's Degree" with 105 or 43.75%. As shown from the above data on Post Bachelor's Degree, the respondents believe that graduating with a Post Bachelor's Degree can improve their graduate career prospects. Indeed it is the answer to their dream of becoming lawyers. Fourth is "Academic Skills," with 102 or 42.50%, as evidenced in the "highest academic awards received" the respondents are responsible students, and they stand out for their hard work and achievement in school despite adversaries. Last in rank is "Self-Advocacy," with 96 or 40%. Although the respondents are motivated and confident, with the demand of the B.S. Legal Management course, they still need the support of others to make overwhelming issues in school lighter.

**Table 11: Test of the relationship between the Academic Track in Senior High School and Highest Academic Awards Received and Determinants Affecting the Respondents' Readiness to Study Law**

Determinants of Readiness	Academic Track in Senior High school		Highest Academic Awards Received	
	Significance	Decision	Significance	Decision
Academic Skills	0.50	Significant Relationship	0.01	Significant Relationship
Self-Understanding	0.26	No Significant Relationship	0.55	No Significant Relationship
Self-Advocacy	0.79	No Significant Relationship	0.13	No Significant Relationship
Motivation and Confidence	0.61	No Significant Relationship	0.19	No Significant Relationship
Post Bachelor's Degree	0.57	No Significant Relationship	0.57	No Significant Relationship

Table 11 shows the test of the relationship between the academic track in senior high school and the highest academic awards received and determinants affecting the respondents' readiness to study law. The null hypothesis stated earlier is rejected because the likelihood ratio computed is within the rejection region at 0.05 alpha level of significance. This implies that the respondents' "academic track in senior high school," which is Humanities and Social Sciences Strand (HUMMS) is aligned with B.S. Legal Management course. In like manner, "highest academic awards received" likewise has a significant relationship with "academic skills". This proves that the respondents excel in academics. Hence, the above data.

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

### Summary of Findings

#### 1. Academic Profile of the Respondents

- 1.1 Sex – 36 or 75% are female, and 12 or 25% are male
- 1.2 Academic Track in Senior High School - The majority of the respondents are under HUMSS, with 21 or 44%, while 6 or 13% are under STEM.
- 1.3 Academic status – 48 or 100% are regular students.
- 1.4 Highest Academic Awards Received – 26 or 54% are Dean's Lister, and only 2 or 4% are without an award.

#### 2. Determinants Affecting the Respondents' Readiness to Study Law

- 2.1 Academic Skills - Rank the highest is "I'm good at prioritizing my time to get my studies done," with 27 or 56.25%
- 2.2 Self-Understanding - The highest rank for self-understanding is "I know which academic tasks give me the most difficulty with 39 or 81.25%.
- 2.3 Self-Advocacy – 31 or 64.58% of respondent's ranked "I enjoy learning things on my own and not just from a class" highest.
- 2.4 Motivation and Confidence – "I know what I will become after college" got the highest, with 39 or 81.25%.

2.5 Post Bachelor's Degree – Rank the highest is "I see many benefits in going to law school," with 40 or 83.33% of the respondents.

### **3. Rank of the Five (5) Determinants Affecting the Respondents' Readiness to Study Law**

The rank of the five (5) determinants are as follows: First is "Motivation and Confidence" with 123 or 51.25%, followed by "Self-Understanding" with 108 or 45.00%. Next in rank is "Post Bachelor's Degree," with 105 or 43.75%. Fourth is "Academic Skills" with 102 or 42.50% and last in rank is "Self-Advocacy" with 96 or 40%.

### **4. Relationship Between the Academic Track in Senior High School and Highest Academic Awards Received and Determinants Affecting the Respondents' Readiness to Study Law**

Only the academic profile variable in terms of "Academic Track in Senior High School" shows a significant relationship only to the "Academic Skills" determinant affecting the respondents' readiness to study law.

### **Conclusions**

1. The following are the conclusions under the Academic Profile of Respondents: There are more females than males. A number of respondents were under (HUMMS) which is just right for B.S. Legal Management course. Further, all the respondents are regular students, which proves that they accredit all their courses in a timely manner. When it comes to the highest academic awards received, almost all are academic awardees, which implies that the respondents stand out for their hard work and achievement in the university.

2. In relation to Determinants Affecting the Respondents' Readiness to Study Law, the researcher conclude that: The respondents are "good at prioritizing their time to get their studies done," showing that they spend their time the right way. When it comes to self-understanding, ranked one is "I know which academic tasks give me the most difficulty", this is a proof that they are aware of the various tasks given to them. Moreover, in terms of self-advocacy, the respondents "enjoy learning things on their own way and not just from a class", this shows that they study on their own. In terms of motivation and confidence, they rank #1 the item on "I know what will I become after college" this is because they already have a clear picture of their career after college. Last determinant of readiness to study law is Post Bachelor's Degree, along this, a number of respondents say that they "see many benefits in going to law school" this is a confirmation of their desire of becoming lawyers in the future.

3. The Rank of the Determinants Affecting the Respondents' Readiness to Study Law are as follows: First is "Motivation and Confidence" for the respondents are driven to be awardees and to dream big. Second is "Self-Understanding" it means that the respondents know themselves and are sure with what they want in life specially in relation to their future career. Third in rank is "Post Bachelor's Degree" because J.D. is the answer to their dream of becoming lawyers. Fourth is "Academic Skills" this concludes that the respondents are responsible students. Fifth in rank is "Self-Advocacy", this manifests that in spite of being responsible still they need the support of others.

4. Relationship between the Academic Track in Senior High School and Highest Academic Awards Received and Determinants Affecting the Respondents' Readiness to Study Law. Both academic profile variables along "Academic Track in Senior High School" and "Highest Academic Awards Received" show a significant relationship only to the "Academic Skills" determinant affecting the respondents' readiness to study law. This means that "Academic Track in Senior High School" and "Highest Academic Awards Received" are vital to respondents' readiness to study law.

### **Recommendations**

1. It is imperative for CSU to understand the determinants to the readiness of students to study law for better guidance and direction. After all, CSU is more than just getting a degree, but it likewise puts life purpose and positivity to the students.
2. CSU Instructors and Professors should understand the factors that may contribute to students' readiness to enter law school
3. for students to learn from their mistakes when it comes to studies, and consider them as an opportunity to improve. This can be a catalyst for future success as lessons are learned.
4. Additional studies should be conducted to determine other factors that may affect students' readiness to enter law school.

### **References**

#### **Journals:**

- Atherton, Matthew C. (2014). Academic Preparedness of First-Generation College Students: Different Perspective.
- Catabay, Marites Q. et al., (2021). Profile Variables in Relation to the Academic Performance of BSBA major in Financial Management Students of CSU, International Journal of Innovation Scientific Research and Review.
- Douglas, Megan E. (2019). College Students' Motivation and Confidence for ePortfolio Use
- Katri Kleemola 1,\* and Heidi Hyytinen 2 (2019). Exploring the Relationship between Law Students' Prior Performance and Academic Achievement at University
- S Turow – books. Google.com (2010). One L: The Turbulent True Story of a First Year at Harvard Law School.

#### **Web URLs**

- <https://usjr.edu.ph/seniorhighschool/track/academic/humss/>
- <https://collegeinfo geek.com/self-education/>
- <https://www.topuniversities.com/student-info/choosing-university/7-ways-university-helping-students-find-their-purpose>
- <https://www.theguardian.com/law/2013/jul/25/ten-things-i-wish-id-known-law-student>
- <https://www.oxford-royale.com/articles/life-as-a-law-student/>