



Philippine Christian University

Graduate School of Education

**THE GENERAL EDUCATION CURRICULUM (GEC) IN SELECTED
HIGHER EDUCATION INSTITUTIONS IN CALABARZON REGION:
THE LEVEL OF COMPLIANCE, RELEVANCE AND
EFFECTIVENESS IN THE PURSUIT OF
PROFESSIONAL DISCIPLINES**

3711

**A Dissertation
Presented to the Faculty of the
Graduate School
Philippine Christian University**

**In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education
Major in Educational Management**

By:

**NIEVES M. MEDINA
March, 2000**



ABSTRACT

Title of the Research : The General Education Curriculum (GEC) in Selected Higher Education Institutions in CALABARZON Region: The Level of Compliance, Relevance and Effectiveness in the Pursuit of Professional Disciplines.

Researcher : Nieves M. Medina

Name of School : Philippine Christian University

Year : March, 2000

Adviser: : Yolita S. Amiscosa, Ph D

Rationale: This study was conducted primarily to determine the extent of the implementation of the new General Education Curriculum (GEC), in selected HEIs in CALABARZON Region: during the academic year 1999 – 2000: The Level of compliance, relevance and effectiveness in preparing college students in the pursuit of their chosen disciplines. Moreover, the study also illuminated the merits / strengths of the GEC, as well as the problems / weaknesses encountered in its implementation.

Statement of the Problem: There are six problems posed in this research:

- (1) What is the level of compliance of HEIs in CALABARZON Region to the CHED Memo No. 59 S., 1996 in terms of goals; curriculum content; curriculum requirements, faculty qualification (academic and pedagogical



Philippine Christian University

Graduate School of Education

skills), physical facilities and instructional learning materials?; (1.1) Do the HEI differ in their level of compliance? ; 1.1.a What factors affect the level of compliance?; (2) What is the perception of the respondents on the relevance of the GEC vis-a- vis the pursuit of professional disciplines?; 2.a Do the HEI differ in their level of perception of the relevance of the GEC?; (3) What factors affect the level of perceptions on the relevance of the GEC?; (4) What is the level of effectiveness of the GEC among HEIs in CALABARZON Region?; 4.1 What are the factors affecting the level of effectiveness of the GEC among the problems encountered by the respondents regarding the implementation of the GEC?; 4.2 Is there concordance in the perception of the problems encountered by the participating HEIs regarding the implementation of the General Education Curriculum (GEC) ? ; (5) What are the strengths and weaknesses of the GEC? ;

Hypotheses: (1) There is no significant difference among HEIs in the perceived level of compliance to the GEC.; 1.1 There is no relationship among certain factors and the level of compliance.; (2) There is no significant difference among HEIs in their level of perception of relevance of the GEC.; 2.a There is no relationship among certain factors affecting the level of perception of relevance of the GEC.; (3) There is no significant difference among HEIs in the level of Effectiveness of the GEC.; 3.a There is no relationship among certain factors and the level of effectiveness.; (4) There are no significant differences on the problems encountered by the HEIs in the implementation of the GEC.



Philippine Christian University

Graduate School of Education

Methods and Procedure : To achieve the fundamental thrust of the study, the descriptive research design supported with documentary analysis was employed. Personal / Casual Interview and actual observation were also used to enrich and strengthen the information gathered.

Stratified proportionate sampling was used in the selection of respondents. A total of 823 respondents were involved in this undertaking, 10 administrators, 110 teachers, and 703 graduating students all from the College of Arts and Sciences.

The unit of analysis of this research was by Institution/HEI. There were five participating HEIs in the study chosen on the basis of four distinct criterion: 1) Accredited HEI; 2) Most populous in terms of student enrolment for academic year 1999 – 2000; 3) servicing at least five degree programs and 4) coeducational institution. These institutions were coded as : Higher Education Institution 1, Higher Education Institution 2, Higher Education Institution 3, Higher Education Institution 4 and Higher Education Institution 5.

A combination of descriptive and inferential statistics were used in the analysis and interpretation of data. The Microstat and Contemporary Statistics' statistical package were used to ensure accuracy and precision in the computation. Computed values were tested against .05 level of significance.

Findings : 1. In terms of level of compliance, the five HEIs complied very satisfactorily to the goals of the GEC (Average Weighted



Philippine Christian University

Graduate School of Education

Means: HEI 1 WM=8.09, SD 0.48; HEI 2 and HEI 3 had WM=8.02 and SD=0.48; HEI 4 WM=8.25, SD=0.28 and HEI 5 WM=7.85, SD=0.48; 100% compliance to curriculum content and requirements; Outstanding compliance to faculty academic qualifications and above average in pedagogical skills and commendable compliance to physical facilities and instructional learning materials.

1.1. Analysis of Variance showed that there were no significant differences found on the level of compliance ($F=1.202 < 2.76$) curriculum content and requirement, faculty qualification and pedagogical skills ($F=0.000 < 3.48$); physical facilities ($F= 1.751 < 2.76$) and instructional materials ($F= 1.751 < 3.49$).

2. Factors affecting level of compliance to the GEC : (a) Correlation coefficient between age and level of compliance was negligible $r=0.000$, $t=0.784$); (b) Correlation coefficient between population and level of compliance was negligible $r=0.000$, $t=0.000$; (c) Urban-ness and level of compliance, similarly was insignificant, $r=0.000$ to 0.586 and (d) Perceived prestige and level of compliance found negligible at t and $r =0.000$

2.1. Perception of the Relevance of the GEC: (A) Collectively the five HEIs found Language and Literature subject relevant with an average mean of HEI 1 (WM=8.38); HEI 2 (WM8.38); HEI 3 (WM=8.38); HEI 4 (WM=8.03); and HEI 5 (WM=7.78); (B) Results showed that the five HEIs rated Mathematics and Natural Science relevant indicated by their means: HEI 1 (WM=8.03); HEI 2 (WM=7.74); HEI 3 (WM=7.95); HEI 4 (WM= 8.48) and HEI 5 (WM=7.72); (C) Respondents from the five HEIs



responded that Humanities and Social Sciences was really relevant as shown by their weighted mean scores; HEI 1 (WM=8.10); HEI 2 (WM=8.04); HEI 3 (WM=8.04); and HEI 5 (WM=7.94) and Over-all mean perception 8.11. (D) Relevance of Mandated Subjects an over-all mean perception of 7.94 was recorded, signifying that the mandated subjects were relevant, the weighted means per school were as follows HEI 1 (8.41); HEI 2 (7.99); HEI 3 (7.74); HEI 4 (7.93); and HEI 5 (7.62).

2.2 There was significant difference in the perception of relevance of Language and Literature courses ($F=6.606 >3.06$), similarly with Mathematics and Natural Sciences ($F=6.610 >3.06$) and Mandated course ($F=4.78 >3.06$) while no significant difference was noted in Humanities and Social Sciences ($F=2.482 >2.65$). Summative perception of the relevance of the core areas revealed that HEI 1, HEI 2, and HEI 4 perceived the 3 core areas as Language and Literature, Humanities and Social Sciences and Mandated Courses were very relevant while for HEI 3 and HEI 5, it was only relevant. However, as a group, they averred that the core areas were very relevant in equipping the students with the competencies for specialization.

2.3. When Pearson's product moment of correlation was used population, age of the school, pedagogical skills, instructional materials were insignificant, it was only in the ecological setting of the HEIs where it was found significant.

3. Level of effectiveness: Over-all GPA of the five schools was 84.34, $SD=3.17$ verbally described as Satisfactory while the three factors such



Philippine Christian University

Graduate School of Education

as teacher factors, learning environment and institutional learning materials were affecting the relevance of the GEC to a great extent.

4. There are problems encountered by educators and students in the implementation of the GEC; For educators , excessive non teaching duties and responsibilities; lack of funding for faculty development, budget for renovations, pressure brought about by CHED requirements and others. While the problems met by the students were overcrowded classes; need for additional facilities; test given by teachers were not congruent to what were taught to them and too many requirements for passing the course.

4.1 The result of the study found significant concordance or agreement in the problems met by both educators (administrators and teachers) and students.

5. The Factors contributory to the strengths of the GEC were competent mentors; adequate facilities; supportive administration; correct sequencing of courses and very adequate laboratories and lab equipment. As to the leading weaknesses-factors, canteen facilities, right schedule of classes and updated instructional materials and others.

Conclusions : 1) Accredited HEIs complied very satisfactorily to the goals of the GEC; 2) HEIs do not differ significantly in their level of compliance to CHED MEMO 59,S.,1996; 3) HEIs population, age of the school, faculty qualifications, ecological setting physical facilities and instructional materials cannot account for variation in the level of compliance to the GEC; 4) GEC is relevant in preparing college students



Philippine Christian University

Graduate School of Education

for specialization; 5) There is no congruence in the perception of relevance of Language and Literature, Mathematics and Natural Sciences and Mandated courses in providing foundations in the pursuit of professional disciplines; 6) the level of perception of relevance of the GEC is independent of school, teacher and student factors; 7) In general the GEC is effective; 8) The level of effectiveness is not predicted of differences in school teacher and student related variables; 9) There are problems encountered by HEIs in the implementation of the GEC, there is similarity in problems encountered by educators and students in the implementation; and 10) the GEC has its own strengths and weaknesses.

Recommendations

The study had the following recommendations:

1. To enhance further the commendable level of compliance to the GEC, the following can be considered by the administrators;

A. Focus and redirect the targeted goals of the curriculum by exerting more efforts towards their attainment. Intensify the basic preparatory courses.

B. Continuing professional education of the faculty members.



Philippine Christian University

Graduate School of Education

C. To raise the pedagogical competence of those servicing the GEC, deans and department chairs have to institute clinical and development modes of supervision.

D. Budget allocation should be proportional to the existing needs of the institution.

E. Learning resource centers should be continuously upgraded to respond to the current thrusts of education.

F. Book holdings of these HEIs have to be updated and standardized.

2. The five accredited HEIs in CALABARZON Region should sustain their commendable level of compliance to the CHED Memo No. 59, series of 1996, by periodically conducting an organizational audit in order to be cognizant of their deficiencies.

3. Deans and department chairs should exercise their instructional leadership functions to monitor the implementation of the core courses under the GEC.

4. The teaching of Mathematics and the Natural Sciences, as well as Language and Literature needs to be intensified.



Philippine Christian University

Graduate School of Education

5. The faculty and the students should be made aware of their complementary role in ensuring the level of effectiveness of the curriculum in preparing students in their fields of specialization.

6. Greater focus must be done on the following factors affecting the level of effectiveness of the GEC: updating teaching methodologies; enrichment of library and laboratory facilities; and updating textbooks and syllabi.

7. The number of teaching preparations must be reduced to at least three preparations only.

8. Budget allocation for faculty development must be prioritized.

9. Minimize excessive non-teaching duties and responsibilities for the mentors to concentrate more on the academic side of the curriculum.

10. Professors must help students relate lessons to actual life situations.

11. College teachers should be required to prepare examinations based on a table of specifications.

12. Mentors servicing the GEC should not sacrifice quality for quantity in the teaching of the course syllabi.

13. Students must be made to realize that learning is an enjoyable experience.



Philippine Christian University

Graduate School of Education

14. To enhance the strengths of the curriculum, the following factors should be seriously considered: competent mentors; adequate facilities; supportive administration and correct sequencing of courses.

15. There are factors in curriculum improvement that have significant bearing in the academic development of the individual: canteen facilities; right schedule of classes and updated instructional materials be given importance.

16. This pioneering study on the extent of the implementation of the GEC can be replicated in a different setting / venue, using other elements of the curriculum.

17. The General Education Curriculum or any curriculum in general must be evaluated regularly for its improvement and redirection.



TABLE OF CONTENTS

RECOMMENDATION	i
APPROVAL SHEET.....	ii
ACKNOWLEDGEMENT.....	iii
DEDICATION.....	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
LIST OF APPENDICES.....	ix

CHAPTERS

I. THE PROBLEM AND ITS BACKGROUND

Introduction.....	1
Background of the Study.....	5
Description of Research Locale.....	9
Theoretical Framework.....	23
Conceptual Paradigm	24
Statement of the Problem.....	27
Hypotheses.....	30
Assumptions.....	31
Scope and Limitations of the study.....	31
Significance of the study.....	35
Definition of Terms.....	38

II. REVIEW OF RELATED LITERATURE AND STUDIES

Historical Perspectives of Curriculum.....	45
Related Studies.....	51



Foreign Studies.....	59
Constituents of the GEC.....	62
Synthesis.....	67

III. METHODS AND PROCEDURE

Research Design.....	71
Sampling Technique.....	72
Respondents.....	72
Instrument	84
Data Gathering Procedure.....	91
Statistical Treatment of Data	91

IV. DATA PRESENTATION, ANALYSIS, AND INTERPRETATION 96

V. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Brief Review of the Study.....	223
Summary of Findings.....	228
Conclusions.....	249
Recommendations.....	252

BIBLIOGRAPHY	258
APPENDICES	267
VITAE	336



LIST OF TABLES

Table	Page
1. List of Accredited HEIs in CALABARZON Region as Per FAAP Directory (1998-1999).....	15
2. The Participating HEIs, Level of accreditation of College of Arts and Sciences and the Accrediting Agency.....	20
3. The Population of Enrolment of Participating HEIs, During the Academic year 1999-2000.....	21
4. The Number of College Programs Offered / Serviced by the Participating HEIs.....	22
5. Brief Historical Description Account of the Various Definition of the Curriculum from 1916-1982.....	46
6. Frequency Distribution of the Administrator-Respondents	74
7. Frequency Distribution of Teacher-Respondents According to Core Area Taught.....	76
8. Frequency Distribution of Teacher-Respondents According to Educational Attainment.....	77
9. Frequency Distribution of Teacher –Respondents According to Number of Years in Teaching the Core Area.....	78
10. Frequency Distribution of Teacher-Respondents According to Age.....	79
11. Frequency Distribution of Teacher-Respondents According to Gender.....	80
12. Frequency Distribution of Teacher-Respondents According to Civil Status.....	81
13. The Number of Student-Respondents from the Five Curriculum Programs in the College of Arts and Sciences.....	82
14. Summary Table on the Respondents of the Study.....	83
15. The Matrix of the Variables and their Characteristics.....	90
16. Summary Table on the Over-all Perceived Level of Compliance to the Goals of the GEC.....	98
17. Level of Compliance of the Participating HEIs to the GEC In terms of Pedagogical Skills of the Faculty.....	107



Philippine Christian University
Graduate School of Education

18. Profile of the Participating HEIs as to Number of Building and Institutional Rooms.....	110
19. Quality of Instructional Facilities in the Five HEIs as Assessed by the Respondents.....	112
20. Perceived Level of Compliance of the Five Participating HEIs in terms of Instructional Learning Materials.....	114
21. Profile of the Five HEIs as to Bookholdings.....	115
22. ANOVA Results of the Test of Significant Difference in their Perceived Level of Compliance to the GEC in terms of Goals.....	117
23. ANOVA Results of the Test of Significant Differences in their Perceived Level of Compliance of the Five HEIs in terms of Pedagogical Skills of the Faculty.....	120
24. ANOVA Results of the Test of Significant Difference in the Perceived Level of Compliance of the Five HEIs in terms of Instructional Learning Materials.....	121
25. ANOVA Results of the Test of Significant Difference in the Perceived Level of Compliance of the Five HEIs in terms of Physical Facilities.....	124
26. Results of the Correlation Between Age of the HEIs and Their Perceived Level of Compliance to the GEC	126
27. Results of the Correlation Between Population Size of HEIs and Their Perceived Level of Compliance to the GEC.....	131
28. Results of the Correlation Between Urban-ness of HEIs and their Perceived Level of Compliance.....	134
29. Results of Correlation Between Perceived Prestige of HEIs and their Perceived Level of Compliance to the GEC.....	139
30. Summary Table on the Perception of the Relevance of Language and Literature by the Respondents in the Five HEIs.....	143
31. Summary Table on the Perception of Relevance of Mathematics and Natural Science by the Respondents in the Five HEIs.....	148
32. Summary Table on the Perception of Relevance of	



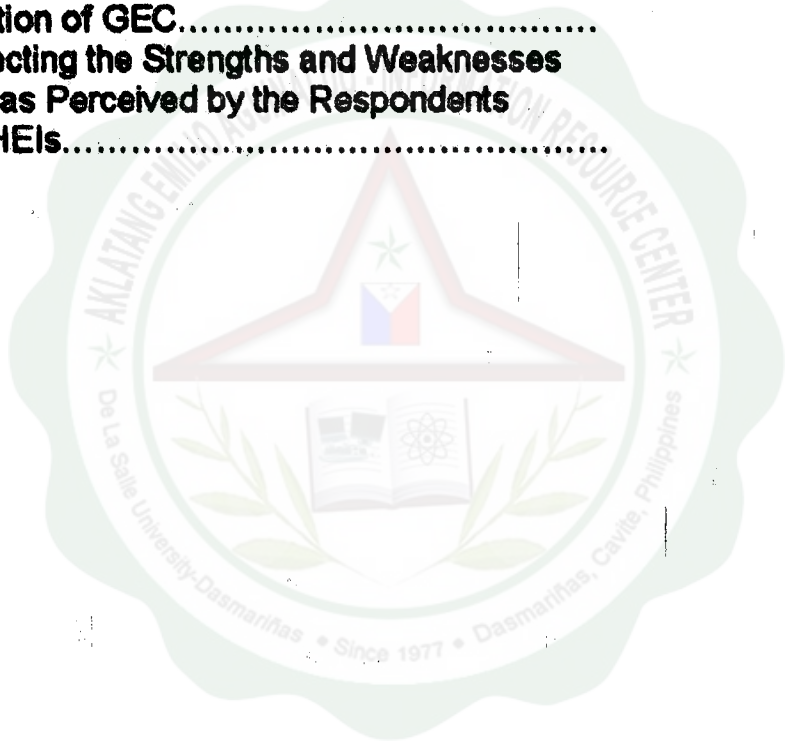
Philippine Christian University
Graduate School of Education

Humanities and Natural Sciences by the Respondents in the Five HEIs.....	154
33. Summary Table on the Perception of Relevance of Mandated Subjects by the Respondents in the Five HEIs.....	161
34. ANOVA Results of the Test of Significant Difference in the Perception of Language and Literature Courses....	167
35. ANOVA Results of the Test of Significant Difference in the Perception of Mathematics and Natural Sciences...	169
36. ANOVA Results of the Test of Significant Difference in the Perception of Humanities and Social Sciences.....	170
37. ANOVA Results of the Test of Significant Difference in the Perception of Mandated Courses.....	171
38. Results of Correlation Between the Perception of Relevance of Language and Literature Courses and Each of the Selected Variables.....	171
39. Results of Correlation Between the Perception of relevance of Mathematics and Natural Sciences and each of the Selected Variables.....	174
40. Results of Correlation Between the Perception of relevance of Humanities and Social Sciences and each of the Selected Variables.....	176
41. Results of Correlation Between the Perception of relevance of Mandated Courses and each of the Selected Variables.....	178
42. Overall Perception of the Relevance of the Core Areas by the Respondents in the Five HEIs.....	180
43. Level of Effectiveness of the GEC in the Five HEIs in terms of Students' GPA.....	192
44. Perception of the Extent of Effect of Teacher Factor on the Relevance of GEC.....	194
45. Perception of the Extent of Effect of Instructional Materials on the Relevance of GEC.....	201
46. Perception of the Extent of Effect of Learning Environment on the Relevance of GEC.....	203
47. Ranking of the Problems Encountered by the	



Philippine Christian University
Graduate School of Education

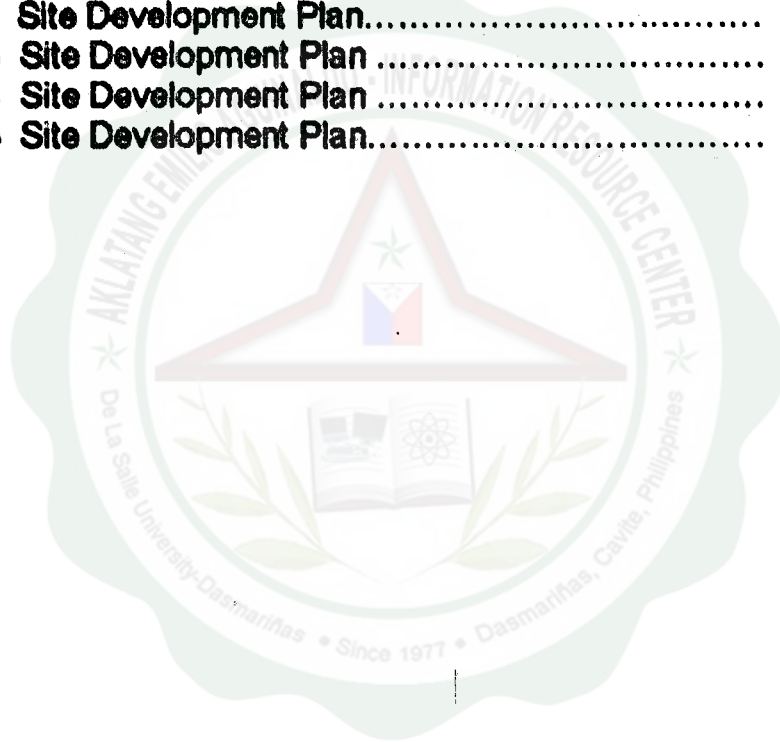
Educator-Respondents in the Implementation Of the GEC.....	208
48. Ranking of the Problems Encountered by the Students-Respondents in the Implementation Of the GEC.....	212
49. Results of Test of Concordance in the Problems Encountered by the Educator-Respondents in the Implementation of GEC.....	210
50. Factors Affecting the Strengths and Weaknesses of the GEC as Perceived by the Respondents in the Five HEIs.....	220





LIST OF FIGURES

Figures	Page
1 Location Map.....	12
1.1 Spot Detail A-A.....	13
2 The Conceptual Paradigm.....	26
3 HEI 1 Site Development Plan.....	326
4 HEI 2 Site Development Plan.....	327
5 HEI 3 Site Development Plan.....	328
6 HEI 4 Site Development Plan.....	329
7 HEI 5 Site Development Plan.....	330





LIST OF APPENDICES

APPENDIX		PAGE
A.	Set A Questionnaire on the Level of Compliance to the General Education Curriculum of the Participating HEIs (Documentary Data)	267
B.	Set B Questionnaire on the Effectiveness of the General Education Curriculum in the Pursuit of Professional Disciplines	272
C.	Set C-1 Questionnaire on the Administrator-Respondents Perception of the General Education Curriculum: HEIs Level of Compliance and Relevance in the pursuit of Professional Discipline	278
D.	Set C-2 Questionnaire on the Teacher-Respondents Perception of the General Education Curriculum: HEIs Level of Compliance and Relevance in the Pursuit of Professional Disciplines	283
E.	Set C-3 Questionnaire on the Students-Respondents Perception of the General Education Curriculum: HEIs Level of Compliance and Relevance in the Pursuit of Professional Disciplines	287
F.	CHED Memorandum Order No. 59, S. 1996	288
G.	CHED Memorandum Order No. 59, S.1996 Guidelines for Implementation	294
H.	CHED Proposal Syllabi in the Core Areas of GEC(Filipino 1&2,Literature 1&2 and Information Technology)	297
I.	Flow Chart – AB Communication Curriculum	314
J.	Flow Chart - AB Political Science Curriculum	315
K.	Flow Chart – AB Psychology Curriculum	316
L.	Flow Chart – BS Biology Curriculum	317
M.	Flow Chart - BS Computer Science Curriculum	318
N.	HEIs According to Longevity	319
O.	HEIs According to Ecological Setting or Urban-ness	320
P.	HEIs According to Evaluation Rating	320



Philippine Christian University
Graduate School of Education

Q.	HEIs According to Instructional Facilities	321
R.	HEIs According to Faculty and Student Development Ratings	322
S.	HEIs According to Communication Facilities	323
T.	HEIs According to Faculty Loading	324
U.	HEIs According to Faculty Consultation Hours	325
V.	HEIs According to Physical Facilities in terms Of Number of Buildings	331
W.	HEIs According to Average Floor Area Per Student	332
X.	Faculty Member Class Observation Form	333
Y.	Performance Appraisal System for Teachers Instructional Evaluation	333
Z.	Letters	334

