



**UTILIZATION OF RESOURCES OF THE NEW GENERAL EDUCATION
CURRICULUM OUTCOMES OF
THE PRIVATE HIGHER EDUCATION
INSTITUTIONS IN REGION XII
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Abstract

This study aimed to evaluate the implementation of the new general curriculum among Private Higher Education Institution in Region XII. It used a descriptive-predictive research design, with 100 respondents such as President, Vice President on Academic Affairs, Dean, and General Education staff. The researcher adapted research instruments both for the new general education curriculum and general education outcome. The Mean, Pearsons R, and Regression were used to treat the gathered data. The results revealed that the new general education level was highly implemented in instructional materials management, curriculum development, faculty qualification, training and development, and personality attributes.

It was also revealed that general education was very satisfactorily achieved in terms of intellectual competencies, personal and civic responsibilities, and practical skills. Lastly, it is concluded that only instructional materials management, faculty qualification, and personal attributes significantly influence general education outcome; other domains of the new education curriculum did not influence general education outcome. The study serves as the basis for filling the gaps of the K12 Implementation in the Philippines.

Keywords: education, new education curriculum, general education outcome, K12 implementation, Philippines

INTRODUCTION

Education systems in many countries have undergone considerable reform, as education policies respond to the processes and forces of globalization (Christie, 2008; Christie & Sidhu, 2002; Rizvi & Lingard, 2010). Thus, globalization has given rise to a new discourse of education policy (Rizvi & Lingard, 2010; Rust & Jacob, 2015). The schools should be based on the learners' needs by putting students first and diligent in ensuring all students meet the high expectations of learning and performance.

Pursuing the ongoing educational reforms, including enhancing the basic educational curriculum through K to 12 in consideration for college readiness standards, the Commission on Higher Education is mandated to partner with DepEd and other institutions to implement the CMO 20 series 2013. This is to help expose the new student to various knowledge and skills

relevant to society and community needs. The researcher has not come across a study evaluating a new general education curriculum among private higher education institutions in Region XII.

In this context, the researcher was interested in determining whether the teaching capacity and proficiency of the school teachers affect the intended beneficiaries of this study. Further, the result of this study could be a point of reference for other educational institutions to enhance their managerial skills making this research socially relevant; thus, the need to conduct this study.

Statement of the Problem

This study aimed to determine the utilization of resources of the private higher education institutions on the implementation of New General Education Curriculum in Region XII. Specifically, this answered the following questions:

1. To what extent is the utilization of resources of the private higher education institutions on the implementation of New General Education Curriculum in Region XII in terms of:
 - 1.1. Physical Resources; and
 - 1.1.1. Instructional materials
 - 1.1.2. Curriculum Development Program
 - 1.2. Human Resources?
 - 1.2.1. Faculty Qualification
 - 1.2.2. Training and Development
 - 1.2.3. Personality Attributes
2. To what extent is the outcome of New General Education Curriculum in Region XII in terms of:
 - 2.1 Intellectual Competencies;
 - 2.2 Personal and Civic Responsibilities;
 - 2.3 Practical Skills?
3. Is there a significant relationship between the extent of utilization of resources and the extent of outcomes of the New General Education Curriculum of the private higher education institutions in Region XII?
4. Which of the extent of utilization of resources that best predicts the outcomes of the New General Education Curriculum of the Private Higher Education Institutions in Region XII?

METHODS

The study employed a descriptive-predictive research design. Descriptive research focused on investigating and mapping the problems, processes, and relationships while predictive because it concerned the outcomes. Thus, it tried to extrapolate from the analysis of existing phenomena

This study was descriptive since it assessed the new education curriculum and general education outcomes among the Private Higher Education Institutions in Region XII. It was predictive since it evaluated the general education outcomes using the survey questionnaire to gather the primary data.

This study was conducted within Region XII Private Higher Education Institutions Cotabato City, North Cotabato, South Cotabato, Sultan Kudarat, and Sarangani. These areas were selected to determine the efficiency of the said study.

The respondents of this study were the 100 personnel of the Private Higher Education Institutions. They were the Presidents, Vice Presidents of the Academic Affairs, Deans, and General Education staff. Other respondents were the 26 faculty members of each private higher education institutions from the Notre Dame RVM, St. Alexius College, Southern Mindanao Institute of Technology, Golden State College General Santos City, and Notre Dame of Midsayap. A total of 130 respondents were chosen as samples of the study

RESULTS AND DISCUSSIONS

The Extent of Utilization of Resources of the New General Education in terms of Physical Resources such as Instructional Materials and Curriculum Development Program

Table 1 shows the result of the extent of utilization of resources of the New General Education Curriculum in terms of Physical resources about Instructional Materials. It can be gleaned in the table that the respondents rated as moderately extensive with the overall weighted mean of 4.37 as reflected. This implies that the respondents were satisfied with the resources in terms of instructional materials management.

The results further revealed that item 1, “School management sets instructional goals to increase student achievement & item 4,” School management monitors teachers’ instructional practices in the classroom, got the highest mean of 4.40 described as moderately extensive.

Item 5 “School management implements practices to raise expectations of families about academic achievement levels of students got the lowest mean of 4.31 described also as moderately extensive.

Table 1

**Mean Rating on the Extent of Utilization of Resources of the New General Education Curriculum in terms of Instructional Materials Management
n=130**

ITEMS	MEAN	INTERPRETATION
1. School management sets instructional goals to increase student achievement.	4.40	Moderately Extensive
2. School management conducts the professional development studies of teachers according to the instructional needs of the school	4.34	Moderately Extensive
3. School management obtains information about teachers’ knowledge, skills, and competence.	4.39	Moderately Extensive
4. School management monitors teachers’ instructional practices in the classroom.	4.40	Moderately Extensive

5. School management implements practices to raise expectations of families about the academic achievement levels of students. 4.31 Moderately Extensive

Overall Mean 4.37 Moderately Extensive

Legend:

4.50 – 5.00	Highly Extensive	1.50 – 2.49	Less Extensive
3.50 – 4.49	Moderately Extensive	1.00 – 1.49	Least Extensive
2.50 – 3.49	Slightly Extensive		

These findings affirm the concept that Progress monitoring is used to track students’ academic and behavioral performance. Teacher assessments identify and monitor educators’ professional practices (Reddy, Fabiano, Dudek, & Hsu, 2013b; Reddy, Fabiano, & Jimerson, 2013). Classroom observations are a common method worldwide for teacher evaluation and one of the central assessments for identifying and monitoring effective teaching practices in the United States (Cantrell & Kane, 2013)

As shown in Table 2, the extent of utilization of resources of the New General Education Curriculum in terms of curriculum development gathered an overall mean of 4.45 and was interpreted as moderately extensive. Results revealed and manifested that the mean score was interpreted as moderately extensive by the Private Higher Institutions.

Table 2
Mean Rating on the Extent of Utilization of Resources of the New General Education Curriculum in terms of Curriculum Development
n=130

ITEMS	MEAN	INTERPRETATION
1. There are materials for instructional activities that are to be carried out in this school.	4.32	Moderately Extensive
2. This school has a curriculum that facilitates learning	4.46	Moderately Extensive
3. All the furnishing materials in this classroom are suitable for the age of students.	4.49	Moderately Extensive
4. In this school, the curriculum is adapted to the student’s level.	4.56	Highly Extensive
5. In this school, the technological infrastructure provides opportunities for technological applications in education.	4.40	Moderately Extensive
Overall Mean	4.45	Moderately Extensive

Legend:

4.50 – 5.00	Highly Extensive	1.50 – 2.49	Less Extensive
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3.50 – 4.49 Moderately Extensive 1.00 – 1.49 Least Extensive
2.50 – 3.49 Slightly Extensive

It reveals item 4, “In this school, the curriculum is adapted to the student’s level,” got the highest rating with a mean of 4.56 and interpreted as highly extensive. Item 1, “There are materials for instructional activities to be carried out in this school” got the lowest rating with a mean of 4.32 and interpreted as also moderately extensive. These findings corroborate with the idea of Glickman, Gordon & Ross-Gordon (2013) that Schools need to assess themselves and have the goal toward self-actualizing continuously.

The Extent of Utilization of Resources of the New General Education in terms of Human Resources such as Faculty Qualification, Training and Development and Personality Attributes

As shown in table 3, the extent of utilization of resources of the New General Education Curriculum in terms of faculty qualification got an overall mean of 4.44 or moderately extensive. Results revealed that the Private Higher Institutions has moderately extensive resources of the New GE curriculum concerning faculty Qualification. It means that the HEIs strictly followed the minimum requirements as stipulated in CMO 20 s. 2013.

The result further revealed that item 1, “education,” got the highest rating with a mean of 4.54 and interpreted as moderately extensive. The concept of teacher quality draws mixed responses from various education stakeholders. An allusive construct, education policymakers, and researchers have tenaciously sought to understand the value of teachers in the education process (Cochran-Smith & Villegas, 2014). Item 4, “Outstanding achievements,” got the lowest rating with a mean of 4.34 and interpreted as moderately extensive.

Table 3
Mean Rating on the Extent of Utilization of Resources of the New General Education Curriculum in terms of Faculty Qualifications

n=130		
ITEMS	MEAN	INTERPRETATION
1. Education	4.54	Moderately Extensive
2. Teaching and work experience	4.50	Moderately Extensive
3. Specialized Training	4.35	Moderately Extensive
4. Outstanding achievements	4.34	Moderately Extensive
5. Good communication skills	4.49	Moderately Extensive
Overall Mean	4.44	Moderately Extensive

Legend:

4.50 – 5.00 Highly Extensive 1.50 – 2.49 Less Extensive
3.50 – 4.49 Moderately Extensive 1.00 – 1.49 Least Extensive

2.50 – 3.49 Slightly Extensive

As shown in Table 4, the extent of utilization of resources of the New General Education Curriculum in terms of Training and development got an overall mean of 4.25 and interpreted as moderately extensive. This result implies that the Private Higher Institutions highly implemented the provision that the faculty members teaching the New General Education Curriculum had undergone Training about the teaching of the New GE and ensuring that the faculty dealt with this change in the curriculum adeptly.

The result further revealed that item 1, “Training on the academic track,” got the highest rating with a mean of 4.43 and interpreted as moderately extensive. Thus, every Training begins with the need analysis and establishing a need analysis is and should always be the first step in the training process (Infande, 2015).

Item 4, “Training on arts and design,” got the lowest rating with a mean of 4.09 and interpreted as moderately extensive.

Table 4
Mean Rating on the Extent of Utilization of Resources of the New General Education Curriculum in terms of Training and Development

n=130		
ITEMS	MEAN	INTERPRETATION
1. Training on the academic track	4.43	Moderately Extensive
2. Training on core subjects	4.36	Moderately Extensive
3. Training on technology, vocational and livelihood track subjects	4.22	Moderately Extensive
4. Training on arts and design	4.09	Moderately Extensive
5. Training on sport tracks	4.13	Moderately Extensive
Overall Mean	4.25	Moderately Extensive

Legend:

4.50 – 5.00	Highly Extensive	1.50 – 2.49	Less Extensive
3.50 – 4.49	Moderately Extensive	1.00 – 1.49	Least Extensive
2.50 – 3.49	Slightly Extensive		

As shown in Table 5, the extent of utilization of resources of the New General Education Curriculum in terms of personal attributes gathered an

overall mean of 4.42 or was moderately extensive. Results revealed that the Private Higher Institutions has moderately extensive mean score.

Further, the result revealed that item 5, “openness,” got the highest rating with a mean of 4.46 and interpreted as moderately extensive. Item 3, “Emotional resilience,” got the lowest rating with a mean of 4.37 and interpreted as moderately extensive. Universities need to be sure that the people who are putting up their hand to come in and do teaching have got not only the right qualifications but also the other temperament, commitment, enthusiasm, and directed strengths and genuine desire to do that job” (Queensland Times, 2013).

Table 5
Mean Rating on the Extent of Utilization of Resources of the New General Education Curriculum in terms of Personal Attributes
n=130

ITEMS	MEAN	INTERPRETATION
1. Agreeableness	4.45	Moderately Extensive
2. Conscientiousness	4.43	Moderately Extensive
3. Emotional resilience	4.37	Moderately Extensive
4. Extraversion	4.38	Moderately Extensive
5. Openness	4.46	Moderately Extensive
Overall Mean	4.42	Moderately Extensive

Legend:

4.50 – 5.00	Highly Extensive	1.50 – 2.49	Less Extensive
3.50 – 4.49	Moderately Extensive	1.00 – 1.49	Least Extensive
2.50 – 3.49	Slightly Extensive		

The Extent of Outcomes of the New General Education in terms of Intellectual Competencies, Personal and Civic Responsibilities, Practical Skills

Table 6 presents the result on the extent of outcomes of the New General Education in terms of Intellectual Competencies, which revealed that the overall mean is 4.33 interpreted as moderately extensive. This result implies that intellectual competencies as one of the General Education outcomes has moderate outcomes. This emphasizes not only the intellectual abilities but also the creativity and abilities for self-education and upbringing (Kostrova, 2011).

Table 6
Mean Rating on the Extent of Outcomes of the New General Education in terms of Intellectual Competencies
n=130

ITEMS	Mean	Interpretation
1. Higher level of comprehension (textual, visual,	4.32	Moderately Extensive

etc.) and critical, analytical, and creative thinking.		
2. Proficient effective communication (writing, speaking, and use of new technologies).	4.34	Moderately Extensive
3. Understanding basic concepts across the domains of knowledge.	4.39	Moderately Extensive
4. Application of different analytical models in tackling problems methodically	4.27	Moderately Extensive
Overall mean	4.33	Moderately Extensive

Legend:

4.50 – 5.00	Highly Extensive	1.50 – 2.49	Less Extensive
3.50 – 4.49	Moderately Extensive	1.00 – 1.49	Least Extensive
2.50 – 3.49	Slightly Extensive		

This further revealed that understanding basic concepts across the knowledge domains obtained the highest mean of 4.39 interpreted as moderately extensive. And, lastly, the application of different analytical models in tackling problems methodically got the lowest mean of 4.27 interpreted as moderately extensive.

Table 7 presents the result on the extent of outcomes of the New General Education in terms of personal and civic responsibilities. As shown in the table, the results revealed that the overall mean is 4.34 interpreted as moderately extensive. Conceptualization of service in democratic society are varied and ambiguous when they are translated into school programs, practices and curricula (Butin, 2003).

Table 7
Mean Rating on the Extent of Outcomes of the New General Education in terms of Personal and Civic Responsibilities
n=130

ITEMS	Mean	Interpretation
1. Appreciation of the human condition and capacity to personally interpret the human experience.	4.37	Moderately Extensive
2. Ability to view the contemporary world from both Philippine and Global perspectives.	4.21	Moderately Extensive
3. Capacity to reflect critically on shared concerns and think	4.22	

innovative, creative solutions guided by ethical standards.		Moderately Extensive
4. Ability to reflect on moral norms imperatives as they affect individuals and society.	4.43	Moderately Extensive
5. Ability to contribute personally and meaningfully to the country's development.	4.45	Moderately Extensive
Overall Mean	4.34	Moderately Extensive

Legend:

4.50 – 5.00	Highly Extensive	1.50 – 2.49	Less Extensive
3.50 – 4.49	Moderately Extensive	1.00 – 1.49	Least Extensive
2.50 – 3.49	Slightly Extensive		

Further, the result revealed that the respondents rated item 5, “the ability to contribute personally and meaningfully to the country’s development,” as the highest with the mean of 4.45 interpreted as moderately extensive. And, lastly, the ability to view the contemporary world from both Philippine and Global perspectives got the lowest mean of 4.21 interpreted as moderately extensive.

Table 8 presents the result on the extent of outcomes of the New General Education in terms of practical skills. The results revealed that the overall mean is 4.41 interpreted as moderately extensive. This is an indicative of their moderate capability when it comes to knowledge in experiential learning. The process of learning by doing and by engaging the students through hands on experiences and reflection (Kent, nd).

Table 8
Mean Rating on the Extent of Outcomes of the New General Education in terms of Practical Skills
n=130

ITEMS	MEAN	INTERPRETATION
1. Working effectively in a group	4.48	Moderately Extensive
2. Application of computing and information technology to assist and facilitate research.	4.33	Moderately Extensive
3. Problem solving	4.33	Moderately Extensive
4. Work-related skills and knowledge	4.48	Moderately Extensive
Overall Mean	4.41	Moderately Extensive

Legend:

4.50 – 5.00	Highly Extensive	1.50 – 2.49	Less Extensive
3.50 – 4.49	Moderately Extensive	1.00 – 1.49	Least Extensive
2.50 – 3.49	Slightly Extensive		

This further revealed that both the working in effectively with groups and work-related skills and knowledge obtained the highest mean of 4.48 interpreted as moderately extensive. And, finally, the application of computing and information technology to assist and facilitate research got the lowest mean of 4.33 interpreted as moderately extensive. There is general dissatisfaction with the effectiveness of research computing practices and strategies (Educause Research, 2012).

Correlation Measures on the Significance Relationship between the Extent of Resources and Extent of Outcomes of the New General Education

Table 9 shows the result of the relationship between the implementation of new general education and the attainment of the General Education outcomes. To determine the significant relationships between the implementation of the new general education with the educational outcomes. Table 9 shows that personal attributes have a very high significant relationship with the attainment of education outcomes.

Based on the result, Intellectual Competencies have a significant relationship, as shown by their correlation coefficient of .740 and significance probability .000 since the p-value is higher than 0.01. The null hypothesis that there was no significant relationship between the level of implementation and the level of attainment of general education outcomes was rejected.

Table 9

Correlation Matrix on the Relationship between the Extent of Resources and Extent of Outcomes of the New General Education Curriculum

New General Education Curriculum	Attainment of Education Outcomes								
	Intellectual Competencies			Personal and Civic Responsibilities			Practical Skills		
	r	p	Int	r	p	Int.	r	p	Int
Instructional Materials Management	.701**	.000	S	.675**	.000	S	.683**	.000	S
Curriculum Development Program	.577**	.000	S	.546**	.000	S	.588**	.000	S
Faculty Qualification	.631**	.000	S	.766**	.000	S	.571**	.000	S
Training and Development	.602**	.000	S	.574**	.000	S	.604**	.000	S

Personal Attributes	.740**	.000	S	.673**	.000	S	.743**	.000	S
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[MOU1]

** . Correlation is significant at the 0.01 level (2-tailed)

Also, the result revealed the Personal and Civic Responsibilities have a significant relationship as shown by their correlation coefficient of .673 and significance probability .000 since the p-value is higher than 0.01. The null hypothesis that there was no significant relationship between the level of implementation and the level of attainment of general education outcomes was rejected.

And lastly, the result revealed on the Practical Skills have a significant relationship as shown by their correlation coefficient of .743 and significance probability .000 since the p-value is higher than 0.01. The null hypothesis that there is no significant relationship between the level of implementation and the level of attainment of general education outcomes was rejected. Thus, improving education quality needs to align the intended curriculum (the official guidance), the implemented curriculum (what teachers and learners actually do), and the attained curriculum (what students actually learn).

Regression Analysis Between Implementation of New General Education Curriculum and the Attainment of the General Education Outcomes

Table 10 shows the result of the Regression Analysis between the implementation of the New General Education Curriculum and the attainment of the General education Outcomes.

Table 10

Significance of the Influence of New General Education Curriculum and General Education Outcome

Implementation of new general education curriculum (Predictors)	Attainment of General Education Outcomes		
	B	t	Sig
Personal attributes	.396	6.045	.000**
Faculty qualification	.250	3.631	.000**
Instructional materials management	.192	2.678	.009**

ANOVA: R Square = .746; F = 94.186; Sig. = .000**

**Significant at .01 level

Shown in Table 10 is the significant influence of the implementation of the New General Education Curriculum on the Attainment of General Education Outcomes among Private Higher Institutions. It was revealed that the F value was 94.186 with a p-value of .000. Therefore, the new general education curriculum significantly influenced the general education outcome among Private Higher Institutions of Region XII since the p-value was less than the 0.05 level of significance.

The result also showed an R-value of .864, with an R2 value of .607, The result further showed that most of the indicators of the new general curriculum had a significant influence on the attainment of general education outcome except Curriculum development program and Training and development in their singular capacities except personal attributes. Support of other indicators for the combined influence is needed. Personal attributes can significantly influence the attainment of general education outcomes without the support of the indicators. Therefore, curriculum development, significance to improved when teachers are involved—as long as they are given chances to develop their curricular literacy, and are provided the required resources, time, and incentives for extensive deliberation.

Summary of findings

The data were tallied, analyzed, and interpreted using the weighted mean.

As reflected in chapter 4, most respondents have agreed that the level of implementation of the New General education in terms of instructional materials management was highly implemented with the overall average weighted mean of 4.37, likewise, curriculum development which gathered an overall mean of 4.45 or highly implemented. Next, in terms of faculty qualification had an overall mean of 4.44, in terms of Training and development had an overall mean of 4.25. In terms of personal attributes, it had an overall mean of 4.42 that were all interpreted as highly implemented.

Similarly, as revealed, the respondents agreed that the level of attainment of general education outcome in terms of intellectual competencies that the overall mean was 4.33. The respondents also agreed that the level of general education outcome regarding personal and civic responsibilities, as indicated in its overall mean of 4.34, and practical skills had an overall mean of 4.41 that were all interpreted as Highly satisfactory.

However, as manifested in the summary of table 9, the relationship between the implementation of the new general curriculum and the level of attainment of general education outcomes had a significant relationship. It shows that personal attributes have a very high significant relationship with the attainment of general education outcomes.

As explained in table 4, the new general education curriculum (predictors) has a significant association with the attainment of general education outcomes in general.

Conclusions

Based on the stated findings, the following conclusions were deduced:

The level of implementation of the New general education curriculum in terms of curriculum development was very high manifested. However, in terms of Training and development in need or those affected by disaster was high manifested.

The attainment of general education outcome as characterized in intellectual competencies, personal and civic responsibilities, and personal attributes was highly satisfactory as reflected by the respondents from the Private Higher Education Institutions of Region XII.

The relationship between the implementation of new general education curriculum and the attainment of general education outcomes has a very high significant relationship on the level of implementation of new general education curriculum in terms of personal attributes, which signifies that the faculties had a vital contribution in fulfilling the general education outcome for the students.

Recommendations

In view of the findings drawn from this study, the following are recommended:

1. The Administration of the Private Higher Education Institutions should develop more instructional strategies based on the analysis of both the learners and the course content, which is also based on the mandates of the CHED. It will help to convey more vividly instructional information to learners.
2. The Private Higher Education Institutions curriculum boards must identify information and other technology competencies that would help the students fulfill the needed in the different outcomes.
3. The Private Higher Education Institutions should encourage the faculties/staff to invest more in workshops and Training such as technology-enhanced instruction for more efficient teaching methods.
4. The faculties and staff must sustain the positive attributes for more multiple and diverse roles in the future.

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