

# Faculty Members' Curriculum Development Competencies: The Case of LPU-Cavite

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**Abstract:** The purpose of the study was to determine the perceptions of the faculty members at LPU-Cavite on their curriculum development competencies and to propose a program that will help them to enhance those competencies in making a comprehensive and effective curriculum. The descriptive research design was used in this study to establish a concrete basis of conclusions. The researchers used a survey instrument to determine the employment profile of the respondents and perceptions on their curriculum development competencies. On the other hand, the comparative research method was used to determine if a significant difference exists in the perception of the respondents on their curriculum development competencies when grouped according to the profile of respondents. The study utilized the non-probability sampling method using purposive sampling with the following criteria: teaching personnel and currently employed in LPU-Cavite for AY 2018-2019. The majority of the respondents' highest educational attainment is a "college degree" (50.0%) and with only 4.05% already having a "post-doctoral degree." For their employment status, the majority of the respondents are "contractual" (78.38%) while the remaining 21.62% are already "regular." It appears that 41.89% of the respondents' length of service in the institution is "less than a year," with only 24.32% of them being in the university for more than five years. Lastly, most of the respondents came from the College of Business Administration and the International School, with each department having a total of 21.62% of the respondents each. The results revealed that the competency "Instructional Strategies Skills" has the highest mean of 4.2389 which means that the respondents perceived that they are "Very Good" in their ability to create and select different strategies related to instruction in order to help their students learn, accomplish tasks or meet goals while the competency "Instructional Materials Development Skills" ranked third and has the lowest mean of 4.1638 which means that there is a need to further improve that competency in order to enhance the quality of their lessons. The quality of the instructional materials have a direct impact on the quality of teaching. Generally, the overall mean of 4.1898 means that the respondents perceived themselves as "Very Good" when it comes to their curriculum development competencies. However, being rate as "Very Good" means that there are still rooms for improvement to achieve greater efficiencies and effectiveness in delivering customer value for their students. It is recommended that LPU-Cavite will consider the proposed program of the study.

**Keywords:** Curriculum Development Competencies, Faculty, LPU-Cavite, Proposed Program.

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## I. INTRODUCTION

A teacher plays a vital role in our life for us to become successful in our chosen career. It is a given fact that teachers have a lot of responsibilities not only inside the classroom but moreover, they mentor to help the students become a good human being in society. One of the responsibilities of a teacher is to do curriculum development. But this can be done effectively when a teacher is equipped with the competencies needed for the enhancement of the curriculum. A great teacher knows how to be equipped with the right knowledge, skills, and attitudes to nurture strengths in his students. Being aware of one's strengths and weaknesses are very important for us to leverage on things we can use to push ourselves further. While the weaknesses are the areas that we need to further improve.

The school management must help their faculty members to enhance the needed competencies to create and implement an effective curriculum. In a study conducted by Alsubaie (2016), he emphasized that teachers have to be involved in

curriculum development, so the teacher should be provided with appropriate knowledge and skills that help them to effectively contribute in curriculum development operation. As a result, teachers need training and workshops, which are geared toward professional development to be able to contribute to curriculum development. On the other hand, there is an important point to make efficient in involving teacher in curriculum development that is, teachers have to be empowered in the process of curriculum development. This means teachers should have improved and increase in many points of them, such as experience and autonomy.

Every time there are changes around the world the curricula are affected so there is a need to revise them to conform to the needs of the society. Curriculum development is not only for the welfare of the students but it's about the development of the society in general. The government and educational institutions must work hand in hand to produce an innovative curriculum. Drew Charter School (n.d.) posted on its website a write-up about the innovative curriculum they are applying to their institution. It underscored that their students are taught with an interdisciplinary approach with an emphasis on the design thinking process and problem solving leading to application. This allows the students to develop skills such as critical thinking, collaboration, communication, creativity, and all- important abilities needed for success in the 21st century.

The study aimed to determine the perceptions of the faculty members at LPU-Cavite on their curriculum development competencies and to propose a program that will help them to enhance those competencies in making a comprehensive and effective curriculum. This will not only keep the pace of the curriculum with current realities but anticipating changes that may take place that leads to the production of well-rounded students who will contribute a lot in the development of the nation.

## **II. METHODS AND PROCEDURE**

The descriptive research design was used in this study to establish a concrete basis of conclusions. This descriptive model is more expansive and encompassing than any other methods of investigation. The researchers used a survey instrument to determine the employment profile of the respondents and perceptions on their curriculum development competencies as a basis for developing a proposed program to enhance those competencies of the faculty members at LPU-Cavite. On the other hand, the comparative research method was used to determine if a significant difference exists in the perception of the respondents on their curriculum development competencies when grouped according to the profile of respondents.

The respondents of the study were the faculty members from the high school and college departments at LPU-Cavite during the academic year 2018-2019. The researchers distributed the questionnaires to the faculty members thru personal service to collect real-time feedback.

The study utilized the non-probability sampling method using purposive sampling with the following criteria: teaching personnel and currently employed in LPU-Cavite for AY 2018-2019. The main goal of purposive sampling is to focus on particular characteristics of a population that is of interest, which would best enable one to answer the research questions. The sample being studied was not representative of the population, but it provided the researchers with the justification to make generalizations from the sample that is being studied.

The draft of the survey questionnaire was content validated by CBA faculty members of LPU-Cavite and was pre-tested to 30 individuals other than the target respondents using Cronbach Reliability Test. The respondents and their answers were not part of the actual process of the study but were used for testing purposes. The purpose of the test was to prove that no lapses and gaps presented during the pre-test thus, making the instrumentation of the researchers a comprehensive, direct, and effective one.

## **III. RESULTS AND DISCUSSION**

From Table 1, majority of the respondents' highest educational attainment is a "college degree" (50.0%) and with only 4.05% already having a "post-doctoral degree." For their employment status, the majority of the respondents are "contractual" (78.38%) while the remaining 21.62% are already "regular." It appears that 41.89% of the respondents' length of service in the institution is "less than a year," with only 24.32% of them being in the university for more than five years. Lastly, most of the respondents came from the College of Business Administration and the International School, with each department having a total of 21.62% of the respondents each.

**Table 1: Employment Profile of the Respondents**

Characteristic	Category	Frequency	Percentage
Educational attainment	College Degree	37	50.0
	Master's Degree	29	39.19
	Doctoral Degree	5	6.76
	Post-Doctoral Degree	3	4.05
Employment status	Contractual	58	78.38
	Regular	16	21.62
Length of service	Less than a year	31	41.89
	1 to 5 years	25	33.78
	More than 5 years	18	24.32
Department	CAS	10	13.51
	CAMS	15	20.27
	CITHM	3	4.05
	CBA	16	21.62
	CoECSA	13	17.57
	IS	16	21.62
	CoN	1	1.35

The competency “Instructional Strategies Skills” has the highest mean of 4.2389 which means that the respondents perceived that they are “Very Good” in their ability to create and select different strategies related to instruction in order to help their students learn, accomplish tasks or meet goals. Next, the competency “Assessment and Evaluation Skills” has the second highest mean of 4.1667, which implies that the respondents perceived that they are “Very Good” in their ability to assess and evaluate their student’s learnings. Lastly, the competency “Instructional Materials Development Skills” ranked third and has the lowest mean of 4.1638 which means that there is a need to further improve that competency in order to enhance the quality of their lessons. The quality of the instructional materials have a direct impact on the quality of teaching.

Generally, the overall mean of 4.1898 means that the respondents perceived themselves as “Very Good” when it comes to their curriculum development competencies. However, being rate as “Very Good” means that there are still rooms for improvement to achieve greater efficiencies and effectiveness in delivering customer value for their students. Table 2 shows the results.

**Table 2: Perception of the Respondents on their Curriculum Development Competencies**

Competencies	Mean	Interpretation	Rank
Instructional Strategies Skills	4.2389	Very Good	1
Assessment and Evaluation Skills	4.1667	Very Good	2
Instructional Materials Development Skills	4.1638	Very Good	3
Grand Mean	4.1898	Very Good	

*Interpretation: 1.00-1.49 = Needs Major Improvements; 1.50-2.49 = Needs Considerable Improvements; 2.50-3.49 = Good; 3.50-4.49 = Very Good; 4.50- 5.00 = Outstanding*

Table 3 shows that in terms of their educational attainment, the “Instructional Strategies Skills,” “Assessment and Evaluation Skills” and “Instructional Materials Development Skills” all have significant values of greater than the level of significance of 0.05, and therefore the null hypothesis is accepted or not statistically significant. Based on the result, the educational attainment is not a variable causing the differentiation on the faculty members’ perception of curriculum development competencies.

**Table 3: Difference in the Perception of the Respondents on their Curriculum Development Competencies according to Educational Attainment**

Competencies	Mean Square	F	Sig.	Decision on Ho	Interpretation
Instructional Strategies Skills	0.7638 0.3996	1.9113	0.1357	Accept	Not significant
Assessment and Evaluation Skills	0.5489 0.4564	1.2028	0.3152	Accept	Not significant
Instructional Materials Development Skills	0.4244 0.4538	0.9352	0.4284	Accept	Not significant

As seen in Table 4, “Instructional Materials Development Skills” had a computed significant value of greater than the level of significance of 0.05, thus the null hypothesis is accepted. For “Instructional Strategies Skills” and “Assessment and Evaluation Development Skills,” however, both their computed significant values are less than the level of significance of 0.05, and thus, the null hypothesis is rejected. So, there is a significant difference in perceived curriculum development competencies of faculty according to their employment status.

**Table 4: Difference in the Perception of the Respondents on their Curriculum Development Competencies according to Employment Status**

Competencies	Mean Square	F	Sig.	Decision on Ho	Interpretation
Instructional Strategies Skills	3.0333 0.3782	8.0196	0.0059	Reject	Significant
Assessment and Evaluation Skills	3.4621 0.4185	8.2722	0.0052	Reject	Significant
Instructional Materials Development Skills	1.4818 0.4383	3.3807	0.0700	Accept	Not significant

Table 5 shows that in terms of the respondents’ perception of their curriculum development competencies according to length of service, “Assessment and Evaluation Skills” and “Instructional Materials Development Skills” both had a computed significant values of greater than the level of significance of 0.05, thus the null hypothesis is accepted or not statistically significant. However, for “Instructional Strategies Skills,” the computed significant value is less than the level of significance of 0.05, thus the null hypothesis is rejected or statistically significant. It means that there is a difference found among the perceptions of the respondents on their “Instructional Strategies Skills” when grouped according to the length of service.

**Table 5: Difference in the Perception of the Respondents on their Curriculum Development Competencies according to Length of Service**

Competencies	Mean Square	F	Sig.	Decision on Ho	Interpretation
Instructional Strategies Skills	1.3090 0.3894	3.3615	0.0403	Reject	Significant
Assessment and Evaluation Skills	1.3208 0.4359	3.0296	0.0546	Accept	Not significant
Instructional Materials Development Skills	0.5124 0.4509	1.1364	0.3267	Accept	Not significant

Table 6 shows that according to department, “Instructional Strategies Skills,” “Assessment and Evaluation Skills” and “Instructional Materials Development Skills” all had computed significant values of less than the level of significance of 0.05, thus the null hypothesis is rejected or statistically significant. It means that there is a significant difference in perceived curriculum development competencies of faculty according to the department they belong to.

**Table 6: Difference in the Perception of the Respondents on their Curriculum Development Competencies according to Department**

Competencies	Mean Square	F	Sig.	Decision on Ho	Interpretation
Instructional Strategies Skills	1.3823 0.3279	4.2150	0.0011	Reject	Significant
Assessment and Evaluation Skills	1.4201 0.3743	3.7943	0.0026	Reject	Significant
Instructional Materials Development Skills	1.4989 0.3589	4.1759	0.0013	Reject	Significant

**Table 7: Proposed Program**

Objectives	Activities	Persons Responsible	Expected Results	Time Frame
<b>Instructional Strategies Skills</b>				
To improve faculty on the different teaching strategies	Innovative teaching strategies training	Administrators /Dean	Highly qualified teaching personnel	Every summer and semestral break
To recognize faculty potentials for growth and development	Professional development programs	Administrators/ Dean	Highly qualified teaching personnel	Every summer and semestral break
To have access to latest trends and issues	Support for researches	Administrators/ Dean/Faculty	Research performing academic institution	At least one research per year
To attract and retain a master teacher who would assists other teachers in improving learning activities	Offer competitive salaries and benefits to faculty	Administrators	Loyalty of competent faculty	Yearly
To enhance classroom management and strategies	Conduct survey of graduates and currently enrolled students on their learning experiences	Faculty	Program and Faculty improvement	Yearly
<b>Assessment and Evaluation Skills</b>				
To establish standards for competence in student assessment	Trainings in student assessment	Administrators/ Dean	Fairness in giving feedback to the students about his/her school performance	Every summer and semestral break
To make the grading criteria clearer to faculty and students	Rubrics Workshop	Administrators/ Dean	Feedback is more objective and consistent	Every summer and semestral break
To increase motivation and progress toward higher levels of competence of faculty	Peer assessment and coaching	Dean/Senior faculty	Growth and development of faculty	Every summer and semestral break
<b>Instructional Materials Development Skills</b>				
To achieve effective learning outcomes	Formal training in learning theories and the science of instruction for the young educators	Administrators/ Dean	Understanding and competence on educational theories and science of instruction	Prior to the opening of classes

To judge the instructional materials effectively	Training and workshop for faculty	Administrators/Dean	Skilled faculty	Every summer and semestral break
To develop the curriculum competencies of faculty	Creation of curriculum development committee	Administrators/Dean	Well-rounded faculty	Once only and as needed

#### IV. CONCLUSIONS & RECOMMENDATIONS

Based on the findings of the study, the following conclusions are presented:

1. The respondents perceived themselves as “Very Good” when it comes to their curriculum development competencies. However, there is a need to further improve such competencies of faculty members at LPU-Cavite to deliver high-quality education for their students.
2. Educational attainment is not a variable causing the differentiation on the faculty members’ perception of curriculum development competencies. The respondents perceived themselves competent on curriculum development regardless of their educational attainment.
3. It is observed that the perceptions on curriculum development competencies of the faculty particularly on the “Instructional Materials Development Skills” and “Assessment and Evaluation Development Skills” differentiate significantly according to their employment status. Regular faculty in LPU Cavite are more exposed in attending relevant seminars, training, and conferences not only locally but also, abroad for further enhancement of their knowledge and skills.
4. There is a difference found among the perceptions of the respondents on their “Instructional Strategies Skills” when grouped according to the length of service. The senior faculty are more committed to achieving the company goals particularly, in encouraging the students to take more of an active role in their education.
5. There is a significant difference in perceived curriculum development competencies of faculty according to the department they belong to. This finding shows that faculty have different curriculum development competencies according to their department. Most of the faculty members from the College of Arts and Sciences and International High School are teachers by profession. It is concluded that they are more competent on the development of the curriculum since they have formal training in learning theories and the science of instruction.

#### Recommendations

Based on the conclusions drawn above, the following recommendations are hereby offered.

1. To further improve the curriculum development competencies of the respondents, it is suggested that the proposed program of the study must be considered by the management of LPU-Cavite.
2. All faculty members of LPU-Cavite regardless of their employment status must be given an equal opportunity and support to attend not only in-house seminars and training but also external training so that every mentor will become not only efficient but also effective. Taking advantage of the seminars and training conducted by LPU Cavite will help in creating an effective learning environment, improve teaching strategies, be updated on modern instructional devices, and motivate them to become better teachers in the modern world.
3. Motivate the non-tenure, faculty members to develop more of their “Instructional Strategies Skills” by giving them an in-house training on the development of instructional strategies and to require them to comply with the continuing professional development to continuously improve their competence and to acquire new competencies as well.
4. Almost all faculty members who teach in higher education as subject matter experts lack formal training in the science of instruction and instructional design. The CAS Department may conduct regular training/workshop to increase instructional efficiency and to facilitate student learnings.
5. Faculty members’ dedication and total commitments are highly encouraged, the management must provide them positive reinforcements.

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