

IMPLEMENTATION OF CONTENT EDUCATION AT CTU TUBURAN CAMPUS, TUBURAN, CEBU: SOME PROPOSALS

Tanjusay BB, Brigoli HC and Abaquita MCY
CTU-Tuburan Campus

ABSTRACT

This study was made to assess the implementation of the course offering in the Bachelor of Elementary Education (BEED) curriculum major in Content Education (CE) and minor in Home Economics & Livelihood (HELE) at CTU Tuburan Campus.

The descriptive method was employed using the prospectus of the BEED curriculum for document analysis and questionnaire with interview technique was administered to the respondents.

In the First Year curriculum, the respondents perceived Ecology subject as most important while in the Second Year curriculum, they perceived Interactive English as most important; in the Third Year curriculum, Problem Solving was most important and in the Fourth Year curriculum Thinking Skills as most important subject.

Respondents suggested that subjects as Research, Personnel Management & Supervision, Guidance Counseling, Statistics including Probability and Permutation be included in the curriculum as they considered them very useful and necessary in their teaching jobs. They considered Academic subjects needed a longer number of hours of instruction per week.

The problems met by the respondents on subjects offered in the Content Education were the applicability of the subjects in the Elementary Level of instruction followed by high tuition Fees and repetition of topics

It was recommended that Content Education subjects that are not applicable in the Elementary level of instruction be eliminated. Subjects as Research, Personnel Management & Supervision, Guidance Counseling, Statistics including Probability and Permutation be included in the Curriculum. Academic subjects be given longer number of hours of instruction per week. Some subjects be integrated with other subjects so that there will be no repetition of topics.

And finally, a further study is recommended on other CTU campuses and other colleges and universities also implementing the same curricular offering.

SIGNIFICANCE

The degree Bachelor of Elementary Education (BEED) offered at CTU System prepares the students to teach the Elementary level. The course offers major in Content Education (CE) and Minor in Home Economics & Livelihood Education (HELE). It was implemented by the CSCST System effective Academic Year 2005-2006.

With the addition of Content Education subjects, the number of Home Economics & Livelihood Education is reduced to five hours a week, equivalent to 3 units only. However the number of academic units per semester ranges from 28 to 30 units.

To find out the effectiveness of this course offering, this assessment is made.

REVIEW OF RELATED LITERATURE

Content as an educational term refers to the set of subjects or topics covered or presented in any media. (<http://forum.wordreference.com/showthread.php>).

According to CHED Memorandum Order (CMO) No. 30 Series 2004 Article V, Sec. 15, in the content course

for BEED program , students have to complete 57 units of content course that correspond to the various learning areas in the elementary education curriculum. These courses, which are in addition to the related General Education requirements, are Science – 12 units; Math – 12 units; English – 12 units; Filipino- 6 units ; Social Studies – 6 units; Music, Arts & Physical Education – 3 units; Home Economics & Livelihood Education- 3 units; and Values Education – 5 units.

Furthermore, the students may choose to take 57 units of content courses in two areas of specialization: Special Education and Pre-School Education.

MATERIALS AND METHODS

1. The descriptive method was used. The data were gathered using the questionnaire as the primary tool. In addition, an interview technique was employed to supplement the data gathered.

a. **Documentary Analysis.** The prospectus of the BEED curriculum was used as basis of the Content Education offerings

b. **The Questionnaire.** It consists of two parts: Part I refers to the profile of the student-respondents as to age and gender. Part II included questions on the relevance of the subjects offered, problems met and assessment of its implementation.

c. **Administration.** The questionnaires were fielded to the student-respondents by the researcher

RESULT AND DISCUSSION

THE PROFILE OF THE RESPONDENTS; PERCEPTIONS OF THE IMPORTANCE OF CONTENT EDUCATION SUBJECTS; SUBJECTS NEEDING LONGER HOURS OF INSTRUCTION; SUBJECTS SUGGESTED TO BE INCLUDED IN THE CURRICULUM AND PROBLEMS MET.

Table 1
PROFILE OF THE RESPONDENTS
N = 30

AGE	f	%	GENDER	f	%	YEAR ENROLLED	f	%
19-21	26	86.67	Male	2	6.67	2003	0	0
22-24	4	13.33	Female	28	93.33	2004	0	0
25 & above	0	0				2005	30	100
Total	30	100		30	100			

Table 1 shows that 26 or 86.67 % out of 30 of the respondents belonged to age range of 19 to 21 years old and 4 or 13.33% have ages ranging from 22 to 24 years old. Twenty eight or 93.33 % are females and 2 or 6.67% are males. All were enrolled in Academic Year 2005- 2006.

Table 2
PERCEPTION OF THE RESPONDENTS ON THE IMPORTANCE OF
CONTENT EDUCATION SUBJECTS

First Year Curriculum

SUBJECTS	f	RANK
Ecology	26	1

Basic Geography and Current Issue	25	2
Values Personhood and Development	18	3
Foundations of MAPE	16	4

Conveyed in Table 2 are the perceptions of the respondents on the importance of Content Education Subjects in the First Year Curriculum where Ecology ranked 1, followed by Basic Geography & Current Issue as rank 2 ; Values Personhood & Development ranked 3 ; and Foundations of MAPE ranked 4.

Table 3
PERCEPTION OF THE RESPONDENTS ON THE IMPORTANCE OF
CONTENT EDUCATION.SUBJECTS

Second Year Curriculum

SUBJECTS	f	RANK
Interactive English	30	1
Geography & Natural Resources of the Phil.	24	2
Phil. Literature in English	16	3.5
Plane & Solid Geometry	16	3.5
Advanced Algebra & Trigonometry	14	5
Anyo ng Pampanitikang Filipino	12	6
Inorganic Chemistry	11	7

Table 3 declares the perception of respondents in the C.E. subjects offered in the Second Year Curriculum. Interactive English ranked 1; Geography & Natural Resources of the Phil. ranked 2; while both Phil. Literature in English and Plane & Solid Geometry ranked 3.5 ; Advance Algebra & Trigonometry ranked 5; Anyo ng Pampanitikang Filipino ranked 6 and Inorganic Chemistry ranked 7.

Table 4
PERCEPTION OF THE RESPONDENTS ON THE IMPORTANCE OF
CONTENT EDUCATION.SUBJECTS

Third Year Curriculum

SUBJECTS	f	RANK
Problem Solving	26	1
Masterpieces of World Literature	18	3
Panitikan ng Pilipinas sa Filipino	18	3
Physics for Health Science	18	3
Astronomy	16	5
Analytical Geometry & Calculus	12	6

In the Third Year curriculum as revealed in Table 4, Problem Solving ranked 1; Masterpieces of World Literature, Panitikan ng Pilipinas sa Filipino & Physics for Health Science ranked 3 respectively ; while Astronomy ranked 5 and Analytical Geometry & Calculus ranked 6.

Table 5
PERCEPTION OF THE RESPONDENTS ON THE IMPORTANCE OF CONTENT
EDUCATION SUBJECTS

Fourth Year Curriculum

SUBJECTS	f	RANK
Thinking and Study Skills	30	1
HELE – Home Management & Family Living	18	2.5
Personality Development, Foods & Nutrition	18	2.5

In the Fourth Year Curriculum, Table 5 displays that Thinking and Study Skills was ranked as number 1 followed by HELE-Home Management & Family Living and Personality Development, Foods & Nutrition as ranked 2.5 respectively.

Table 6
SUBJECTS SUGGESTED TO BE INCLUDED IN THE CURRICULUM

SUBJECTS	f	RANK
Research	20	1
Personnel Management & Supervision	12	2
Guidance & Counseling	5	3
Statistics including Probability & Permutation	4	4

Presented in Table 6 the subjects suggested to be included in the curriculum. Research ranked 1; Personnel Management & Supervision ranked 2; Guidance and Counseling, ranked 3 and Statistics including Probability & Permutation as ranked 4.

Table 7
SUBJECTS THAT NEED LONGER NUMBER OF HOURS OF INSTRUCTION PER WEEK

SUBJECTS	f	RANK
Academic	23	1
Shop	5	2
Professional Education	2	3

Table 7 displays the subjects wherein respondents supposed that there was a need for longer number of hours of instruction per week. Academic subjects ranked first; then Shop subjects ranked second and Professional Education Subjects ranked third

Table 8
PROBLEMS MET BY THE RESPONDENTS ON THE SUBJECTS OFFERED IN THE CONTENT EDUCATION

PROBLEMS	f	RANK
Applicability of subjects in the Elementary Level	27	1
Too many subjects	23	2
High Tuition Fees	16	3
Repetition of Topics	12	4

Table 8 discloses the problems met by the respondents on the subjects offered the Content Education. Applicability of subjects in the Elementary Level ranked First. They believed that some subjects were not applicable in teaching the Elementary level. This is followed by the problem of having too many subjects and as a consequence they were paying higher tuition fees. The fourth problem was some topics already discussed in one subject were repeated in other subjects.

RESULTS AND DISCUSSION

Based on the data gathered the following are the findings:

1. Most of the respondents belonged to age range of 19-21 years old and only few have ages ranging from 22 to 24 years old. Majority were females and all were enrolled in Academic Year 2005-2006.

2. In the First Year curriculum, the respondents perceived Ecology subject as most important followed by Basic Geography & Current Issue, Values Personhood & Development and Foundations of MAPE.
3. In the Second Year curriculum, the respondents perceived Interactive English as most important, followed by Geography & Natural Resources of the Philippines; Philippine Literature in English, Plane & Solid Geometry; Advanced Algebra & Trigonometry; Anyo ng Pampanitikang Filipino and the inorganic Chemistry ranked last.
4. Perception of respondents in the Third Year curriculum. Problem Solving was most important followed by Panitikan ng Pilipinas sa Filipino & Physics for Health & Science; Astronomy and Analytical Geometry & Calculus.
5. Subjects in the Fourth Year curriculum as ranked by respondents were Thinking Skills as most important followed by HELE- Home Management & Family Living and Personality Development, Foods & Nutrition.
6. Respondents suggested that subjects as Research, Personnel Management & Supervision, Guidance Counseling, Statistics including Probability and Permutation be included in the curriculum as they considered them very useful and necessary in their teaching jobs.
7. The respondents considered Academic subjects needed a longer number of hours of instruction per week and maybe lesser number of hours in the Shop and on Professional Education subjects.
8. The first problem met by the respondents on subjects offered in the Content Education was the Applicability of the subjects in the Elementary Level of instruction. Subjects cited were Calculus, Advanced Trigonometry, and Analytical Geometry which were not applicable to teaching in the Elementary level.

The next problem met was there were too many subjects offered followed by high tuition fees. It is because tuition fees are paid per unit. So, the more subjects they take, the more the number of units, and the higher the tuition fees they paid.

Repetition of topics was another problem. Subjects cited were Basic Geography & Current Issues which maybe integrated in Geography & Natural Resources of the Phil. Other subjects as Astronomy maybe integrated in Physical Science with Earth Science in the basic subjects.

CONCLUSIONS

On the basis of the results of this study, the following conclusions are drawn:

The subjects in the Content Education which were ranked least were perceived by the respondents as less important.

The respondents supposed that Academic subjects need longer number of hours of instruction per week.

Subjects as Research, Personnel Management & Supervision, Guidance Counseling, Statistics including Probability and Permutation be included in the Curriculum.

Respondents disclosed some subjects in the Content Education were not applicable in Elementary level instruction and too many subjects were offered which brought about higher tuition fees and some topics discussed in the subject were repeated in other subjects.

RECOMMENDATIONS

Based on the findings and conclusions, the following recommendations are made:

It is suggested that Content Education subjects that are not applicable in the Elementary level of instruction be eliminated.

That subjects as Research, Personnel Management & Supervision, Guidance Counseling, Statistics including Probability and Permutation be included in the Curriculum instead.

That Academic subjects be given longer number of hours of instruction per week.

That some subjects be integrated with other subjects so that there will be no repetition of topics.

That there are other colleges and universities implementing this curriculum. A study of other CTU campuses and other colleges and universities is recommended.

REFERENCES

CHED Memorandum Order (CMO) No. 30 Series 2004. *[http://forum wordreference.com/showthread.php](http://forum.wordreference.com/showthread.php)*.