

Curricular Practices of Selected Tertiary Private-Sectarian Institutions

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Abstract

Gap between curricular practice and the idealism in the goals of education exists. This study evaluated the status of the curricular practices of selected tertiary private-sectarian institutions using the Context, Input, Process, and Product (CIPP) evaluation model and answered the following research questions: (1) What is the status of the curricular practices of the selected tertiary private-sectarian institutions as evaluated by the school administrators, faculty, staff, and students in terms of the following: (a) goals and objectives; (b) faculty qualifications and performance; (c) on program of studies and curriculum; (d) teaching methodologies, techniques and assessments (f) values practice and integration (g) library services; (h) community services and social awareness; (f) research. (2) Is there a significant difference on the assessments of the three groups of respondents as to the above-mentioned variables? (3) What factors hinder and facilitate the implementation of the curricular practices in the selected tertiary private-sectarian institutions? Using descriptive method, data were gathered from 207 respondents from three tertiary Adventist schools in the Philippines, namely the Northern Luzon Adventist College (NLAC), the Northeast Luzon Adventist College (NELAC), and the North Visayan Adventist College. The findings reveal that the curricular practices for all three groups, namely the administrators, the faculty, and the students were generally rated as *implemented*. There is significant difference on the evaluation of the three groups of respondents on goals and objectives; on teaching methodologies, techniques, and assessments; on values practice and integration; on library services; on community extension services and social awareness. There is no significant difference though on faculty qualifications and performance; on program of studies and curriculum; and the dissemination and relevance of research. The factors that hinder the implementation of the curricular practices include among others: a) weak research; b) need for the tertiary private-sectarian institutions to hire and train young faculty members.

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