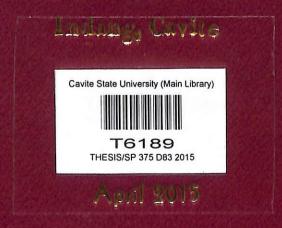
CURRICULUM EFFICIENCY OF RACHELOR OF SCIENCE IN APPLIED MATHEMATICS (RSAM) PROGRAM

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CURRICULUM EFFICIENCY OF BACHELOR OF SCIENCE IN APPLIED MATHEMATICS (BSAM) PROGRAM

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ABSTRACT

DRIZA, ROCHELLE G. Curriculum Efficiency of Bachelor of Science in Applied Mathematics (BSAM) program. Undergraduate Thesis. Bachelor of Science in Applied Mathematics with specialization in Statistics. Cavite State University, Indang, Cavite. April 2015. Adviser: Prof. Antonio V. Cinto

This study entitled "Curriculum Efficiency of Bachelor of Science in Applied Mathematics (BSAM) program" was conducted at Cavite State University – Main Campus from June 2014 to February 2015. It was conducted mainly to evaluate the curriculum efficiency of BSAM program in CVSU. Specifically, this study aimed to: describe the profile of DPS faculty members in terms of age, gender and civil status; describe the profile of BS Applied Mathematics students in terms of age and gender; determine the extent of achievement of the program objectives; describe the evaluation of BS Applied Mathematics program in terms of (a) facilities; (b) curriculum; (c) working condition; (d) attitude of faculty members towards work; (e) performance of faculty members (f) classroom teaching procedure; (g) performance of BS Applied Mathematics students (h) learning process; and (i) linkages; and determine if there is a significant difference in the respondents' evaluation of the components of the program.

The study used purposive sampling technique. The participants of the study were 12 faculty members who are intended to instruct Mathematics and Statistics major, and 56 BS Applied Mathematics students in Cavite State University - Indang, Cavite.

Frequency count and percentage were used to describe and assess how the participants evaluate the components of the program that was consider in the study while Mann Whitney Test were used to determine the level of significance of group responses.

It was also used to determine the differences among means.

Based on the results, the general evaluation of the students for facilities is very few, and for the faculty is minimal. Both the respondents agreed that there is an adequate curriculum but needs some improvement in the program. However, the students evaluation for the working conditions, attitude towards work, performance of the faculty members, teaching procedure employed by faculty members, and learning process are satisfactory while very satisfactory for the teachers. Both set of respondents gave an easy rating to students' performance and satisfactory to linkages in the program. There are no significant differences in the participants' evaluation on the components of the program, therefore, the students and faculty have the same perception on these components.

Finally, based on the result of the study, it is recommended that curriculum planners, as well as educators, should give priority to the programs that could help teachers achieve career advancement and professional growth.

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INTRODUCTION

Education is on the front line of the battle for the Philippines' future competitiveness. With the help of a good curriculum, there will be a productive education. The organization of schooling and further education has long been associated with the idea of curriculum. (Costa,1999)

One of the critical problems of many educational systems is how to maintain the curriculum efficiency of a program. Actually, it is not simple to say what makes a good curriculum. First of all, if it is going to improve student achievement, a quality curriculum will require changes; changes that faculty and administrators may find uncomfortable. In some cases, it makes curriculum more efficient when having a change, a better change.

The pressures on schools to improve and to raise standards of achievement are