

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

THESIS

ROCHELLE G. DRIZA

**College of Arts and Sciences
CAVITE STATE UNIVERSITY**

Indang, Cavite

Cavite State University (Main Library)



T6189

THESIS/SP 375 D83 2015

April 2015

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

Undergraduate Thesis
Submitted to the Faculty of the
College of Arts and Sciences
Cavite State University
Indang, Cavite

In partial fulfillment
of the requirements for the degree
Bachelor of Science in Applied Mathematics



00010019

*Regression analysis of the academic
performance of BS Applied Mathematics
155 2 P42 2015
T-6190*

ROCHELLE G. DRIZA

April 2015

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.

TABLE OF CONTENTS

	Page
BIOGRAPHICAL DATA	iii
ACKNOWLEDGMENT	iv
ABSTRACT	vi
LIST OF TABLES	x
LIST OF APPENDICES	xi
INTRODUCTION	1
Objectives of the Study	4
Significance of the Study	5
Scope and Limitations of the Study	6
Conceptual Framework	6
REVIEW OF RELATED LITERATURE	8
Applied Mathematics	8
Curriculum	9
METHODOLOGY	13
Research Design	13
Research Instrument	13
Participants of the Study	14
Sampling Technique Procedure	14
Data Gathering Procedure	14
Statistical Analysis	14

Operationalization of the variables	15
RESULTS AND DISCUSSION	17
Faculty-Respondents' Profile	17
Student-Respondents' Profile	18
Extent of Achievement of Objectives	19
Facilities	20
Curriculum	21
Faculty Members' Working Condition, Attitude Towards Work and Performance	23
Teaching Procedures Employed by Faculty Members	28
Learning Process	30
Student Performance	32
Linkages	33
Comparison of Participants' Evaluation for the Program Components	34
SUMMARY, CONCLUSION AND RECOMMENDATIONS	40
REFERENCES	45
APPENDICES	46

LIST OF TABLES

Table	Page
1 Profile of the faculty members	18
2 Profile of the students-participants	19
3 Respondents' evaluation of program objectives	19
4 Respondents' evaluation of facilities	21
5 Respondents' evaluation of Curriculum	22
6 Respondents' evaluation of faculty members' working condition	23
7 Respondents' evaluation of attitude of faculty members' towards work	24
8 Participants' evaluation of performance of faculty members.....	26
9 Over-all participants' evaluation of faculty / teachers	27
10 Respondents' evaluation of Teaching procedures employed by faculty members	28
11 Respondents' evaluation of Learning process	31
12 Respondents' evaluation of student performance	32
13 Respondents' evaluation of linkages	33
14 Comparison of participants' evaluation of facilities of BS Applied Mathematics program.....	35
15 Comparison of participants' evaluation of curriculum of BS Applied Mathematics program	35
16 Comparison of participants' evaluation of faculty / teachers of BS Applied Mathematics program	36
17 Comparison of participants' evaluation of teaching procedures of BS Applied Mathematics program.....	36

18	Comparison of participants' evaluation of learning process of BS Applied Mathematics program	37
19	Comparison of participants' evaluation of student performance of BS Applied Mathematics program	38
20	Comparison of participants' evaluation of program objectives of BS Applied Mathematics program	38
21	Comparison of participants' evaluation of linkages of BS Applied Mathematics program	39

LIST OF APPENDICES

Appendix		Page
1	Letter for the respondents	47
2	Questionnaire for the respondents	48

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

Rochelle G. Driza

An undergraduate thesis manuscript presented to the faculty of Physical Science Department, College of Arts and Sciences, Cavite State University, Indang, Cavite in partial fulfillment of the requirements for the degree of Bachelor of Science in Applied Mathematics (with specialization in Statistics), with Contribution No. BSAM-2015-_____. Prepared under the supervision of Mr. Antonio V. Cinto.

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