



**A COMPARATIVE ANALYSIS OF GRATIFYING STUDENTS' NEED FROM
THE CURRICULAR OF PHILIPPINE WOMEN'S UNIVERSITY'S
COMMUNICATION ARTS AND DE LA SALLE-COLLEGE OF SAINT
BENILDE'S MULTIMEDIA ARTS**

Melvin N. Espineda
De La Salle-College of Saint Benilde, Philippines
Corresponding Email: melvin.espineda@benilde.edu.ph

Abstract

This descriptive study explored how communication curricula of Philippine Women's University's (PWU) AB Communication Arts and De La Salle-College of Saint Benilde's (DLS-CSB) AB Multimedia Arts catered the need of 103 students from two higher education institutions in the Philippines. Through a survey, data were obtained and analyzed using frequency counts and percentages. Of the 103 (69%) student-respondents, 61 (59.2%) are female and 42 (40.8%) male. More than the majority (54 or 52.4%) belonged to the 17-19 age bracket. At this age, it implies that they can analyze what course is better and if they being satisfied with the subjects in the curriculum being offered to them. A great majority (60 or 58.3%) studied in De La Salle-College of Saint Benilde and took up AB Multimedia Arts while 41.7% (43) chose to pursue college in the Philippine Women's University and took AB Communication Arts. 68 (66%) affirmed that they were satisfied with the subjects included in the program curricula of both institutions. Although that most of the responses were affirmative, the student-respondents have their different points of view in terms of how they were being satisfied with the curriculum offered to them. Student-respondents from both institutions have expressed that they were satisfied because subjects included in the program curriculum were all useful for their future career; professors who taught the subjects teach well; and equipment were complete to equip learnings about the subjects included. The results strongly suggest that in developing communication curriculum, the committee should consider those factors for the betterment of the students. Mooney & Mausbach, (n.d.) asserts the curriculum development team should have an in-depth revision and update for the curriculum on a six-to-eight year cycle as determined by the curriculum revision cycle (Mooney & Mausbach, n.d.).

Keywords: Curriculum Development, Experiences, Needs, Subjects, Students.
