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

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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

1. Introduction and Purpose

One of the burdens in student life right after finishing high school was to decide which course they are going to pursue. The strongest motives of the students for entering higher education were instrumental. Moreover, the students were largely associated with their desire to improve their labor market prospects and to fulfil their career aspirations. But they were able to associate this with an interest in the subject or course (Report 2 - Students' motives, aspirations and choices, n.d.). Most of the students, especially in the new generation have chosen the course which they thought could help them to land a job after taking it up.

On the other hand, the important reasons which students most frequently gave for entering higher education were: (1) to help get a job or a better job and (2) To pursue a particular career, which needed a particular qualification (Report 2 - Students' motives, aspirations and choices, n.d.). According to Pascual, (n.d.) school administrators considered the school curriculum or the academics to promote educational success. She adds that other perspective which is characterized by a differentiated view of schooling that promotes student's success aside from student learning and academic engagement is the students' social engagement (Pascual, n.d.).

In the field of communication, colleges and universities such as De La Salle-College of Saint Benilde (DLS-CSB) and The Philippine Women's University (PWU)created a curriculum for their communication programs which could enhance the skills and creativity of the students that could prepare and help them to land a job after finishing the Bachelor's Degree.

For instance, The Philippine Women's University offers Bachelor of Arts major in Communication Arts that teaches and develops students to be communications savvy, both in spoken and written word, train them to be professionals capable and adept in a variety of communication technologies through its finest curriculum that includes some of the majors: (a) Media (production/direction), (b) Public Relations, (c) Public Speaking (Motivational Speakers, Seminar workshop facilitators, (d) Resource Persons, Information and Communication Officers) (e) Visual Design (w/ supplemental training in Fine Arts and Design) (f) Media Relations (Communications Management, Information officers), (g) Professional writing/editing, (h) Web designing (with supplemental training in Fine Arts and Design), (i) Organization Communication (Corporate communications, Researcher, Educator, Events planning and management), (j) Advertising and Promotions.

PWU assures Communication Arts students that all major communication arts subjects are handled by practicing media professionals who teach the students not only the theoretical skills, but engage them in actual situations and anticipated conditions related to the different courses. The practical learning/training will allow the students to take their classroom lessons outside the classroom and give them the chance to face real-life situations ("School of Arts and - Sciences, n.d.").

Meanwhile, the De La Salle-College of Saint Benilde offers AB Multimedia Arts degree program which combines core skills such as communications, programming and graphic design with evolving areas such as digital media and the Internet. Moreover, students harness the power of the latest digital media technology. The degree is also recommended for those who are interested in broadcasting, journalism, communication arts, new media design and communications, and other fields using digital technologies ("De La Salle-College of Saint Benilde, n.d.").

3. Methodology

In order to explore how students in both institutions found the subjects in the communication curricula useful for their future career, a survey research design was used. The design was an investigative method of research whose purpose was to study people's attitudes, opinions, and behaviors regarding a certain issue or subject matter. It studies either (a) a sample or (b) an entire research population in order to gather inferences about the said population. However, in this study, results are only applicable to respondents that were purposefully chosen. Furthermore, this study also used comparative analysis in order to compare (finds similarities) and contrast (finds differences) of the two institutions with communication curricula.

4. Results and Discussion
Respondent's Demographic Profile

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 for 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) had chosen to pursue college at the Philippine Women's University and took AB Communication Arts (Table 1).

Table1: Demographic Profile of the Respondents

Age Range	f	%
17 - 19 y/o	54	52.4%
20 – 22 y/o	38	36.9%
23 – 25 y/o	11	10.7%
Total	103	100%
Gender	**f**	**%**
Male	61	59.2%
Female	42	40.8%
Total	**103**	**100%**
School	**f**	**%**
De La Salle-College of Saint Benilde	60	58.3%
Philippine Women's University	43	41.7%
Total	103	100%
Course	**f**	**%**
AB Multimedia Arts	60	58.3%
AB Communication Arts	43	41.7%
Total	103	100%

4.1 Usefulness of the Communication Curricula of PWU and DLS-CSB

In determining the usefulness of the communication curricula of both institutions, the student respondents in PWU and DLS-CSB were asked if they think that their program's curriculum catered learning for their future career.

Of the 103 student-respondents, a great majority (100 or 97.1%) answered in the affirmative. Although the responses were affirmative, the student-respondents have their different points of view in terms of the how it was being catered. Of the 103 student-respondents, the majority (62 or 60.2%) answered that the subjects included in their program's curriculum were equipped with learning material that could prepare them for their future career.

On the other hand, 20.4% (21) have said that their professors taught well and the learning they have gained from their professors could prepare them for their future career while 11 (10.7%) have considered that having good facilities could equip them learning that they may use for their future career and the remaining 8.7% (9) stated others (i.e. all of the above) must be included in the program's curriculum so that they could gain learning that would help them for their future career.

This implies that most of the students who intend to pursue communication major substantively assess the subjects included in the program curricula to find out if the subjects included could give them the learning that they needed for their future career. Students have their different motives for entering higher education and the strongest motives were instrumental.

They were largely associated with their desire to improve their labor market prospects and to fulfil their career aspirations. But, they were able to combine this with an interest in the subject or course. (Report 2 - Students' motives, aspirations and choices, n.d.). Moreover, Mooney & Mausbach, (n.d.) posit that we use two sets of research findings as the foundation for developing curriculum. Firstly, a common curriculum with clear, intelligible standards that are aligned with appropriate assessments in critical to school improvement (Fullan & Stiegelbauer, 1991; Marzano, 2003; Rosenholtz, 1991) is used. In addition, Schmoker, (2006) asserts that the lack of a clearly articulated curriculum hinders improvement efforts and results in curriculum chaos. Secondly, in order for schools to improve, school personnel need to function as professional learning communities (DuFour & Eaker, 1998; Wagner, 2004; Wise, 2004).

The result also implies that the student can play a big role in designing the curricula for communication. According to Havergal, (2015) student involvement in course design could lead to much more radical change in higher education. Moreover, Crawford, (n.d.) states that the benefits of engaging students as partners go far beyond the immediate improvement to a course that has been re-thought with their assistance (Table 2).

Table 2: Distribution of the Respondents According to the Usefulness of Communication Curricula in PWU and DLS-CSB

Do you think that subjects from your course catered learning for your future career?	f	%
Yes	100	97.1%
No	3	2.9%
Total	103	100%

How is it being catered?	f	%
Curriculum subjects equip learnings for my future career	62	60.2%
Professors teach well	21	20.4%
The facilities are good enough toequip me the learnings	11	10.7%
Other	9	8.7%
Total	103	100%

4.2 Students' Satisfaction on the Subjects Included in the Program Curricula of PWU and DLS-CSB

Every student has his own reason pursuing their higher education. The two most important reasons which students most frequently gave for entering higher education were: (a) to help get a job and (b) to pursue a particular career, which needed a particular qualification (Report 2 - Students' motives, aspirations and choices, n.d.). Of the 103 student-respondents, 68 (66%) affirmed that they were satisfied with the subjects included in the program curricula of both institutions. On the other hand, 34% (35) responded that they were not satisfied.

Despite the fact that most of the responses were affirmative, the student-respondents have their different points of view in terms of the how they are being satisfied in the subjects included

curriculum. Of the 103 student-respondents, 45 (43.7%) expressed that they were satisfied with program curriculum in both institutions because subjects included in the program curriculum were all useful for their future career. While 27.2% (28) of them said that they were satisfied because professors who taught the subjects teach well. 16 (15.5%) on the other hand, stated that they were satisfied because the equipment were complete to facilitate learning about the subjects included in the curriculum and the remaining 13.6% (14) fell into others (i.e. subjects were not sufficient).

This implies that students' satisfactions were not only about the subjects included in the curriculum. The results imply that other factors were also being considered by the students, such as how the professors teach the subject(s) and the equipment that they could use for learning the subject(s).

According to Mooney & Mausbach (n.d.) having high academic standards is not enough if they are not implemented thorough powerful instructional methods. They add that many of us have spent time writing guides that outlined great standards only to have them sit on the shelf while classroom instruction remains unchanged. They also add that curriculum and instruction are interdependent, and curriculum work needs to be approached with this important precept in mind (Mooney & Mausbach, n.d.). Mooney & Mausbach (n.d.) posit that we use two sets of research findings as the foundation for developing curriculum.

Firstly, a common curriculum with clear, intelligible standards that are aligned with appropriate assessments in critical to school improvement (Fullan & Stiegelbauer, 1991; Marzano, 2003; Rosenholtz, 1991) is used. In addition, Schmoker, (2006) asserts that the lack of a clearly articulated curriculum hinders improvement efforts and results in curriculum chaos. Second, in order for schools to improve, school personnel need to function as professional learning communities (DuFour & Eaker, 1998; Wagner, 2004; Wise, 2004).

Furthermore, teachers and the school administrators need ongoing opportunities to meet and plan common units and assessments. Mooney & Mausbach, (n.d.) assert that it is extremely difficult to develop professional learning communities if teachers are teaching different concepts at different points during the year. In order for districtwide improvements to happen, teachers must have the time to revise and develop a curriculum that is focused on instruction (Table 3).

Table 3: Distribution of the Respondents According to the Student's Satisfactions on the Communication Curricula in PWU and DLS-CSB

Upon taking your course, are you satisfied with the subjects being offered by your school?	f	%
Yes	68	66%
No	35	34%
Total	103	100%
What factor(s) did you consider to be satisfied?	f	%
Subjects are usefulProfessors teach well	45	43.7%
Equipment are complete to equip learnings about the subject	28	27.2%
Other	16	15.5%
	14	13.6%
Total	**103**	**100%**

4.3 Factors That Might Be Considered in
Developing Good Curricula for Communication Majors

In the survey, of the 103 student-respondents, 32% (33) expressed that in developing good curricula, the school administrators should consider hiring more competitive professors who could teach them about the things that they should know about the subjects included in the program curricula.

On the other hand, 29 (28.2%) student-respondents suggested that one of the factors that the school administrators should consider in developing a good curriculam is to add equipment that could cater practical learning that they could use for their future career. While 21.4% (22) student-respondents have expressed that school administrators must also add more subjects in the curriculum and the remaining 19 (18.4%) fell into others (i.e. lessen the general education subjects).

In PWU, school administrators assure ABCA students that all major communication arts subjects are handled by professional media practitioners who teach the students not only the theoretical skills, but engage them in actual situations and anticipated conditions related to the different courses via the practical learning/training which allows the students to take their classroom lessons outside the classroom and give them the chance to face real-life situations ("School of Arts and -Sciences, n.d.").Meanwhile, in DLS-CSB, the school administrators breed a new generation of artists who are adept in merging different forms of digital media into design innovations with timeless impact. Moreover, it prepares students for the changing landscape of art and technology by covering all the bases of diverse disciplines including photography, 2D and 3D animation, web and graphic design, and video and sound editing (De La Salle-College of Saint Benilde, n.d.).

According to Mooney & Mausbach, (n.d.) the curriculum development team should review each curriculum document on an annual basis and have an in-depth revision and update for the curriculum on a six-to-eight year cycle as determined by the curriculum revision cycle. This development cycle is a critical piece to managing the work and the curriculum budget (Mooney &Mausbach, n.d.)(Table 4).

Table 4: Distribution of the Respondents According towhat do PWU and DLS-CSB need to improve in their Communication Curricula

What do the schools need to improve in the curriculum	f	%
Hire more competitive professors	33	32%
	29	28.2%
Add more equipment	22	21.4%
Add more subjects	19	18.4%
Other		
Total	103	100%

Conclusion

This study aims to know how did the communication curricula of The Philippine Women's University's AB Communication Arts and De La Salle-College of Saint Benilde's AB Multimedia Arts caters the need of the students to prepare them for their future career. Consequently, the results confirm that both Philippine Women's University's AB Communication Arts and De La Salle-College of Saint Benilde's AB Multimedia Arts' curriculum catered to the need of the students to prepare them for their future career.

This is supported by the inferential statistics that shows the usefulness of the communication curricula, the students' satisfactions of the subjects included in the program curricula and the factors that might be considered in developing good curricula in the programs being offered by the Philippine Women's University and De La Salle-College of Saint Benilde.

This study was able to show that students who intend to pursue communication major whether AB Communication Arts or AB Multimedia Arts substantively assess the subjects included in the program curricula to find out if the subjects included could give them the learning that they needed for their future career. According to McFadden (2015) although students see academics as important, they are not looking at ranking lists to judge them. He also asserts that students report that broader academic reputation leads their decision-making (McFadden, 2015). Moreover, students have their different motives for entering higher education and the strongest motives were instrumental. They were largely associated with their desire to improve their labor market prospects and to fulfil their career aspirations. But, they were able to combine this with an interest in the subject or course. (Report 2 - Students' motives, aspirations and choices, n.d).

The study was also able to exhibit that the students' satisfactions were not only about the subjects included in the curriculum. The results of the survey imply that other factors were also being considered by the students such as how the professors teach the subject(s) and the equipment that they could use for learning the subject(s). This is being supported by Mooney & Mausbach, (n.d.). They assert that having high academic standards is not enough if they are not implemented through powerful instructional methods. They add that many of us have spent time writing guides that outlined great standards only to have them sit on the shelf while classroom instruction remains unchanged. They also add that curriculum and instruction are interdependent, and curriculum work needs to be approached with this important precept in mind (Mooney & Mausbach, n.d.). Furthermore, Mooney & Mausbach (n.d.) posit that we use two sets of research findings as the foundation for developing curriculum: (1) a common curriculum with clear, intelligible standards that are aligned with appropriate assessments in critical to school improvement (Fullan & Stiegelbauer, 1991; Marzano, 2003; Rosenholtz, 1991). Schmoker (2006) on the other hand asserts that the lack of a clearly articulated curriculum hinders improvement efforts and results in curriculum chaos. (2) In order for schools to improve, school personnel need to function as professional learning communities (DuFour & Eaker, 1998; Wagner, 2004; Wise, 2004).

Moreover, teachers and the school administrators need ongoing opportunities to meet and plan common units and assessments. Mooney & Mausbach, (n.d.) assert that it is extremely difficult to develop professional learning communities if teachers are teaching different concepts at different points during the year. In order for districtwide improvements to happen, teachers must have the time to revise and develop curriculum that is focused on instruction.

In PWU, school administrators assure ABCA students that all major communication arts subjects are handled by professional media practitioners who teach the students not only the theoretical skills, but engage them in actual situations and anticipated conditions related to the different courses via the practical learning/training which allows the students to take their

classroom lessons outside the classroom and give them the chance to face real-life situations (School of Arts and -Sciences, n.d.).

Meanwhile, in DLS-CSB, the school administrators breed a new generation of artists who are adept in merging different forms of digital media into design innovations with timeless impact. Moreover, it prepares students for the changing landscape of art and technology by covering all the bases of diverse disciplines including photography, 2D and 3D animation, web and graphic design, and video and sound editing (De La Salle-College of Saint Benilde, n.d.).

The study has proved that for students, taking the subjects included in the program curriculum of both PWU and DLS-CSB were not enough, the results of the survey show that school also need to consider hiring more competitive professors who could give both theoretical and practical learnings to the students to prepare them for their future career. The results were able to show that considering adding equipment was also one of the factors that need to be considered in developing good curricula. Therefore, each member of the curriculum development committee should consider those factors for the betterment of the students' performance. This is being supported by Mooney & Mausbach, (n.d.). They assert the curriculum development team should review each curriculum document on an annual basis and 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)

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