

# SYLLABI PREPARATION AND UTILIZATION IN COLLEGE TEACHING

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## Abstract

A curriculum plan served as a blueprint to anticipate an expected outcome (Inocian, 2013) that necessitated a better planning. This study investigated the faculty profile, the adequacy of preparation and utilization of syllabi and their instructional problems in the undergraduate studies; adopted the descriptive-correlation method and employed self-structured questionnaires. As to faculty profile, 38% were between 51-60 years old, majority were females (56.0%) were instructors who attained master's level of education (42.0%). The respondents were rated adequate when measured as to the adequacy of the preparation of the syllabi in terms of course description, instructional delivery, major course activities, content development and course assessment. While the adequacy of syllabi utilization in terms of major course requirements, course content development and course assessment yielded to be adequate. The relationship between the faculty profile and the adequacy of syllabi preparation were not significant, while the relationship between the preparation and utilization of the syllabi by the faculty was significant except for the course content development and delivery. Generally, the difference on the adequacy of syllabi preparation and syllabi utilization were found to be significant. There were instructional problems of the faculty in the utilization of aids and devices and methods and strategies in teaching that needed administrative interventions.

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**Keywords:** Syllabus, preparation and utilization, adequacy, instructional problems

## Introduction

The advent of the Outcomes-based Education (OBE), colleges and universities in the Philippines are required by the Commission on Higher Education (CHED) to embrace quality instruction for higher education. This challenges a positive response to the 21<sup>st</sup> century skills enshrined in the K to 12 curricular programs in basic education, in order to fix a connection of a

developmental progression of a seamless curriculum until the university level. With it, instructors and professors are required to produce a functional curriculum plan in order to produce lifelong professionals, which the global community needs. In achieving this ends, a curriculum plan serves as a blueprint to anticipate an expected outcome (Inocian, 2013). This said outcome necessitates a careful planning on the “what” and “how” aspect of daily classroom instruction – crucial in the teaching and learning process. It is indisputable that systematically organized plan is the key to a successful teaching-and-learning episode. It is a well-designed road map intended to achieve the lesson objectives (Corpuz, Salandanan & Rigor, 2006).

In college teaching, the course plan or syllabus is a legally written contract between instructors and students. It binds students who wish to be successful in a course to a plan where they should follow, and similarly binds the instructors or professors to the same plan. The syllabus organizes the learning experiences of the course and lists the planned activities for students to achieve course objectives (Lucier, 2015). In the tertiary level, a syllabus is a term plan required by each professor in every term or semester as a course of study (Inocian, 2010). The planning, preparation and utilization of syllabi in State Universities and Colleges (SUCs) in the Philippines has been regarded as a very important part of the functions of a regular faculty. The university administrators and the faculty work together, in order to address the need for better instruction, with the use of a syllabus as an important instructional material. While efforts are done to help improve the preparation of syllabi including its utilization in the actual teaching delivery no found study has been conducted to evaluate the extent of preparation and utilization of the same in the teaching and learning process in this part of the country.

This study answers the preparation and utilization of course syllabi of the faculty in the undergraduate studies of ESSU-Salcedo campus. It investigates the faculty profile, the adequacy of preparation and utilization and their instructional problems. The study advances the following hypotheses: there is no significant relationship between the faculty profile and the adequacy of syllabi preparation of the faculty; there is no significant difference on the adequacy of syllabi preparation as perceived by the two groups of respondents and there is no significant difference on the adequacy of syllabi utilization as perceived by the subject.

### **Related literature**

Teaching expertise is seen to have a direct role in the teaching outcomes. It describes its influence on student’s performance and ultimately highlights the teaching contribution in the learning process. This claim is presented in the local, national and international studies that have bearing in the present study. Reyes (2001) in her study, “A Filipino Model of Teaching

Expertise in Higher Education”, reveals that expert teachers give lectures without reading notes, and answer students’ questions knowingly and convincingly. Their expertise in their field gives them a high level of confidence that they can accept an oversight or error without loss of confidence. They are highly credible to the learners. The study further cites that respondents organize course content in a form that students see different ideas, concepts and principles, which are meaningfully related. They have on hand concrete, practical and interesting examples that clarify abstract ideas, relate theory with practice or show application to life problems. Rollet (1992) studies teaching effectiveness in three cities: New York, London and Vienna, which reveals that when experienced, reputed and excellent teachers are compared, they are concerned not only with the cognitive development of students, but with their affective development as well. The researcher concludes that expert teachers are effective, as measured by the attainment of curriculum goals and learners’ performance. This is a dialectical process that provides balance between the planned curriculum and the learned curriculum (Inocian, 2013).

The teaching effectiveness of ESSU-Salcedo Faculty has been evaluated by Apilado and Gaytos (2005). The results reveal that generally, the teaching effectiveness of instructors is very satisfactory in terms of the five factors of teaching effectiveness. It establishes a respectful, fair and content driven interaction with students that they earn an outstanding rating. The study claims that the factors are significantly related to teaching effectiveness like life satisfactory of instructors, the amount or value of ideas and skills learned by students and their anticipated grades as well as their exerted efforts in the course. Labaco (2003) in her study, “The Management of Instructional Program among Centers of Excellence for Teacher Education Institutions in the Philippines”, cites the insignificant difference on the extent of implementation of instructional program of Luzon, Visayas and Mindanao Centers of Excellence (COEs) in terms of instructional planning, instructional goals, instructional content and instructional strategies used. The study further claims that there is a significant difference in instructional time where Mindanao COEs have lesser mean compared with Luzon and Visayas regions.

When the effectiveness of the implementation of instructional program of COEs is measured through the teacher respondents, it reveals that in terms of instructional planning, the COEs’ are rated effective ( $x=4.33$ ), as to instruction goals, effectiveness ( $x=4.35$ ), when rated on their instructional content, effective ( $x=4.48$ ), Instructional time, moderately effective ( $x=3.00$ ) and instructional strategies used, effective ( $x=4.09$ ) (Labaco, 2003). In the study of Ibe (2001) on “Centers of Excellence in Teacher Education: How Much Have They Contributed to the Teacher Force”, highlights the top 4

institutions and the three lowest institutions, which are consistent in their ranking based on the 2 ranking system used. This indicates the relative performance of COEs that varies with one another. Altogether, 18 COEs' in the Philippines fielded 4,470 examinees in the 1999 LET-Secondary, only 2,514 or 56% passed. The overall results, therefore, emerge that the COEs perform better than the general view of teacher education institutions in the country. However, the LET performance of the non COEs shows a dismal performance. Malipot (2014) as cited by Inocian, de los Reyes, Lasala, Pacaña and Dawa (2015) reveals the five-year research conducted by the Philippine Business for Education (PBE), from year 2009 to 2013, on Licensure Examinations for Teachers (LET), the Philippines shows a deteriorating quality of Teacher Education with only 10% of Teacher Education Institutions (TEIs) for elementary and 12 % for secondary are considered “good performing”. This finding calls an urgent need for the Teacher Education Institutions (TEIs) in different Higher Education Institutions (HEIs) to be serious in the implementation of proper syllabus-making, in order to address curriculum, instruction and assessment lopsidedness.

In another effort to identify instructional effectiveness, Manzano's (2002) study, “Determinants of Institutional Effectiveness of Selected Educational Institutions in Luzon”, reveals that all administration related factors positively and negatively relate to instructional effectiveness. The factors that generate positive effects are educational attainment, academic rank, reward system, leadership and succession to the job. Age is the only factor that has negative effect. The variables have resulted in both positive and negative effects such as: experience, occupation of spouse, level of commitment, nationalism and happy family life. Among the student related factors, the occupation of mothers negatively relate to institution effectiveness. The school-related factors identified to have either positive and negative influences are: age of school, positive effect and teacher education enrolment, distance or location from the college have negative effects (Manzano, 2002).

An evaluation study conducted by the Mathematics Faculty of the Bukidnon State University (2004) determines their classroom teaching practices and focuses on the following teaching practices: organization of lessons, questioning techniques, communication competence and routine classroom activities. The findings of the study reveal that students' evaluation and teachers' self-evaluation on their teaching practices show a very satisfactory mean rating for the indicators on organization of the lesson, questioning techniques, communicative competence and classroom routine activities, an indication that the mathematics teachers can still improve to achieve an outstanding. On students' feedback on the characteristics that they

do not like most about some of their mathematics teachers show an insulting outcome, teachers tend to present their lesson very fast that makes them find the lesson hard to understand (The 2003 Mathematics Faculty, 2004). The casual relationship of administrators' tasks, instructors' tasks and students' performance reveals that the perceived performance level of administrators' tasks is satisfactory while those on instructors' tasks get a very satisfactory level (Palada, 2006). The study further claims that there is no significant correlation between the administrators' tasks and instructors' tasks, between administrators' tasks and students' performance. Administrators' tasks and instructors' tasks can only explain about 1% of variation in students' dropout rate and about 6% of students passing rate (Palada, 2006).

The effective implementation of the teaching of English as a second language in selected universities in Korea shows that for effective implementation, a syllabus requires the use of variety of methods and strategies, classroom techniques, audio-visual materials and a wholesome environment (Kim, 2001). The study further discloses that teaching of English demands an effective instructor, who is equipped with verbal and non-verbal devices to help him fulfill his aims to develop students ability to speak and communicate effectively. It is extremely imperative that the instructor adopts a systematic instructional system that ensures quality learning. Yi's (2002) study on the "Implementation of Bilingual Education Program (BEP) in Selected Preschool in Seoul, Korea" reveals the effectiveness of the guidelines in the implementation of bilingual education program as follows: as to content and scope, the average mean rating of 4.30 shows the moderate implementation of BEP in terms of stories (4.47), grammar (4.46) and spelling (4.48); as to methods and strategies, the average mean rating of 4.18 is interpreted to be moderately effective; and on training aspect, it generates an average rating of 4.25 as moderately effective. However, as shown with its 4.60 acceptability sectors, represents a very acceptable rating by parents, 4.73 very acceptable perceptions of teachers, and 4.70 very acceptable rating by the administrators.

Shepherd's (1996) content analysis of course syllabi in elementary teacher preparation identifies the common elements for elementary teacher preparation of course syllabi, which indicate the development of a knowledge base factor. A secondary purpose determines if the professors who teach the methods course articulate their use of the knowledge base on teaching their particular methods course claims that the course syllabi show common elements that indicate the development of a knowledge base requirement. It is found out that professors of elementary methods course do articulate the use of a knowledge base when doing appropriate instruction to their classes. Dewind's (1996) study on "An Assessment of Teaching Methods Used in Higher Education Courses in the History of Western Dress" reveals that

teaching methods are reported by twenty college teachers in the course. In this naturalistic study, telephone interviews are conducted using a semi-structured and open-ended questionnaire. Changes in course focus have resulted in teachers split into artistic and social science base knowledge. Artistic teachers have experienced few problems with appropriate methods that achieve their aims. Other instructors trying to incorporate social science perspectives in their courses; but they have experienced more difficulty matching their aims. Restriction of time, poor teaching resources and absence of common course content have contributed to the problem. Discussions are needed in order to arrive to mutually understood definitions and set better agenda for the course.

The case study of Junaidu (2004) at King Fahd University of Petroleum and Minerals focuses on the development and delivery of three undergraduate online. The study uses a questionnaire designed to get students' output on various essential elements for successful online learning. This includes students motivation, time management and study habits. The study discloses that students are generally deadline oriented and have to be pushed to study. They lack motivation and are somewhat apprehensive to online learning and may not be unconnected to the fact that all students in the pilot offerings are refused to take the course online without option. A general lesson, therefore, is that online study should be optional: only learners who believe that quality education can be achieved through online maybe advised to take course. The same should be the case for teachers who may facilitate online course. Another important outcome from the study is that course contents should be rich in multimedia animations. There animations constitute the major difference between online presentations and textbook presentations. Without animations that add value to your course, students will study only from the printed course materials.

Moreover, the rate of seriousness of the problems encountered by the universities classified as Centers of Excellence (COEs) in the implementation of instructional program state that the top two problems encountered by the COEs in the implementation of instructional program with their average mean, descriptive rating and ranking are as follows: lack of capability funds, incentive and time for instructional research ( $x=2.61$ , less serious – rank 1); poor students' inputs and few bright students attracted to Teacher Education ( $x=2.56$ ), less serious – rank 2). Lack of available funds rank as number 1 among the problems encountered (Labaco, 2003). This disclosure is understandable since this is a perennial reality that any administrator in both public and private agencies has to reckon with. In fact, the principle of optimization and maximization is an administrative creed by sensitive administrators. Labaco elaborates further that the ranking of incentives and time for instructional research obtain number 2 as the second serious

problem, which implies that the teachers have not yet internalized the need to conduct research as well as the appreciation of identifying numerous independent and dependent variables are related to quality instruction. The problems of only few bright students who are attracted to teacher education poses a deep economic and social implication considering that none has become a millionaire in engaging the direct tasks of educating the younger generation. A young student should realize that teaching is an act of altruism; hence one cannot expect to become very rich out of this profession. This is affirmed by Inocian, de los Reyes, Lasala, Pacaña and Dawa (2015) that the Diploma of Professional Education (DPE) students have shown professional altruism,

*“I find teaching interesting and it is a noble profession (R21). While it is true that teaching is also a continuing process of learning, it takes a profound interest to achieve its nobility. I was driven by my students in the tutorial class that they asked me to share my knowledge to them. From then on, I was moved and I changed them to study more and finish their studies (R101). Paying attention to students is an important hallmark of success and professional transformation.”*

Further, Inocian, de los Reyes, Lasala, Pacaña and Dawa (2015) concludes that young professionals who took the 18 units in Professional Education take up teaching because of the economic comparative advantage that the teaching profession brings in the public school. Though this salary does not promise for teachers to be financially independent, but this only assures stability for survival until retirement. However, the extent of the respondents’ agreement in the suggested solutions to the problems encountered by the COEs is also covered in the study of Labaco (2003). The respondents agree in the suggested solutions to their problems in the implementation of instructional program with their average mean, descriptive rating and ranking as follows: “retool teacher’s research capabilities through formal education and continuous professional educational program” ( $x=4.72$ , strongly agree – rank 1); “allocate budget for providing adequate technology materials, resources, and manpower to manage the information technology campaign” ( $x=4.67$ , strongly agree – rank 2.5); “strengthen faculty – staff development program through articulation of curricular programs in the three levels of education both in content, methodology and values formation” ( $x=4.67$ , strongly agree – rank 2.5); “prepare a comprehensive scholarship package and disseminate information about teaching profession with its attractive compensation and other benefits of teachers to encourage better turnout of students in Teacher Education” ( $x=4.56$ , strongly agree – rank 4); “interface among TEI’s, DECS. And cooperating schools in training of student teachers and cooperating teachers” ( $x=50$ , strongly agree – rank 5).

## **Methodology**

The study utilized a descriptive-correlational method. A complete enumeration of faculty and supervisors in ESSU-Salcedo campus in all the departments in the undergraduate studies are identified as the main respondents. The main instruments sought data on the profile of the faculty, adequacy of preparation of the syllabi, adequacy of utilization of the syllabi, perceived problems of the faculty in using instructional aids and devices and instructional methods and strategies in relation to the utilization of the syllabi, For supervisors, it include personal information; adequacy of syllabi preparation and utilization of the faculty. In order to attain the proper scoring of data, on the adequacy of preparation and utilization, the following were used as: (5) very adequate, (4) adequate, (3) moderately adequate, (2) inadequate and (1) very inadequate. On the problems of the faculty in using instructional aids & devices and instructional methods and strategies, code descriptions were used such as: (5) strongly agree, (4) agree, (3) undecided, (2) disagree and (1) strongly disagree. In determining the profile of the respondents, percentages are used. Cramer's V was computed to determine the relationship between the respondents' profile and the adequacy of the preparation and utilization of syllabi. Weighted mean was computed to determine the problems perceived by the faculty on the use of instructional aids and devices and the use of methods or strategies in relation to the syllabi utilization. Lastly, t-test for independent samples was used to compare the difference in the adequacy of preparation and utilization of syllabi.

## **Results and discussion**

### **Faculty Profile**

Table 1 shows the faculty profile of the respondents. As to age, this constitutes 38% between 51-60 years old, a representation of more mature faculty members who can perform major roles in dispensing content expertise in the field using endowed wisdom, vast academic experiences and tested competence in classroom teaching and learning. The (56.00%) of female respondents shows a gender assertion that women are co-equal with men in a gender-fair university culture in Eastern Samar. This finding is affirmed by Inocian and Hermosa (2014) that conventional gender-orientation represents a mother-instinct-shadowing of the teaching profession. In terms of academic rank, a sizable number of (60.00%) are the instructors with majority attained their master's degree (42.00%). This indicates the basic requirement to teach in higher education in the Philippines, a specific group to hang-on in a university system and finish the educational ladder until the doctorate level. An aspiration to wit that continuing education still remains as the best antidote to job complacency brought by knowledge inadequacy and skill-inefficiency (Inocian and Hermosa, 2014). This implies a proactive interest

towards relevance in higher education towards research, innovation, and invention.

Table 1 Profile of Faculty in the Undergraduate Studies

<b>Age</b>	<b>Frequency</b>	<b>Percent</b>
21-30	8	16.0
31-40	9	18.0
41-50	13	26.0
51-60	19	38.0
61 and above	1	2.0
<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	22	44.0
Female	28	56.0
<b>Teaching Experience</b>	<b>Frequency</b>	<b>Percent</b>
1-3	6	16.0
4-6	8	12.0
7-9	4	8.0
10-12	2	4.0
13 and above	30	60.0
<b>Academic Rank</b>	<b>Frequency</b>	<b>Percent</b>
Instructor	31	62.0
Assistant professor	19	38.0
<b>Educational Attainment</b>	<b>Frequency</b>	<b>Percent</b>
Bachelor's Degree	5	10.0
Master's Degree	21	42.0
Master's Graduate	12	24.0
Doctorate Level	5	10.0
Doctorate Graduate	7	14.0

### **Adequacy of Syllabi Preparation of the Faculty**

The adequacy of syllabi preparation in terms of course description, instructional delivery, major course activities, content development and course assessment as shown in Table 2 has evaluated the faculty and supervisors respectively. Under this category, both the faculty and supervisors claim that the syllabi are adequately prepared. This is attributed by the 90.00 % expertise of faculty and the very much qualified academic supervisor in ESSU-Salcedo campus. In the SUCs, the entry qualification in order to obtain a permanent item is a master's degree holder. The syllabus-making is a prime requirement before a professor is required to teach a certain academic load in every academic term or semester in Philippine

colleges and universities. However, it is not a guarantee that this qualification presupposes the adeptness of syllabus preparation, which in some cases, this requirement still needs a proper monitoring among their respective academic heads or supervisors.

Table 2 Adequacy of Syllabi Preparation of the Faculty in the Undergraduate Studies

Items	Faculty N=50	Interpretation	Supervisor N=5	Interpretation
1. Course Description	4.58	Very Adequate	3.9	Adequate
2. Instructional Delivery	4.43	Adequate	3.7	Adequate
3. Major Course Activities/ Projects	3.40	Adequate	3.71	Adequate
4. Course Content Development	4.37	Adequate	3.62	Adequate
<b>Overall mean</b>	4.44	Adequate	3.73	Adequate

### Adequacy of Syllabi Utilization of the Faculty

Table 3 shows the adequacy of syllabi utilization of the faculty in the undergraduate studies. Both respondents are rated adequate in the areas of course activities, content development and assessment. These three represent the important curriculum development cycle such as the intended, implemented and achieved curriculum of Ralph Tyler. Though in the aspect of assessment, the supervisor rates it moderately adequate, this needs further enhancement among the rest of the faculty, more especially in the context of the Outcomes-based Assessment (OBA). OBA would answer the need for the Outcomes-based Education (OBE), which would focus on the holistic development of students' critical and creative thinking, more especially when assessment is viewed as the end goal or the finish line, the test itself becomes a barrier to high levels of student achievement (Daggett, 2005). It is imperative that assessment of learning is not only focused with the traditional paper-pencil-test, but a balance on the use of other forms of authentic assessment such as: alternative, performance and portfolio with the use of rubrics to minimize teacher subjectivity in the ratings of these aforementioned assessment tools.

Table 3 Adequacy of Syllabi Utilization of the Faculty in the Undergraduate Studies

Items	Faculty	Interpretation	Supervisor	Interpretation
1. Major Course Activities/Projects	4.3	Adequate	3.62	Adequate
2. Course Content Development	4.3	Adequate	3.54	Adequate
3. Course Assessment	4.22	Adequate	3.37	Moderately Adequate
<b>Overall mean</b>	4.29	Adequate	3.51	Adequate

## The Relationship between the Faculty Profile and the Adequacy of Syllabi Preparation of the Faculty

Table 4 presents the relationship between the faculty profile and the adequacy of syllabi preparation. It can be viewed that when age, gender, teaching experience, educational attainment and academic rank are paired with course description, instructional delivery, major course activities and projects, course content development and course assessment proved to be not significant. Johnson (2001) concludes that that there is no difference in teachers' or administrators' responses in the areas of gender, professional assignment, training or educational tenure when it comes to curriculum revision. This means that faculty profile is not related to syllabi preparation. Preparing a syllabus for college teaching remains an independent variable; regardless of the aforementioned faculty profiles. This proves that syllabus preparation is associated with teachers' responsibility and correlating with their age, gender, teaching experience, rank and educational attainment becomes insignificant. Skills in instructional planning are not measured on whether the: young or the old professors; male or females professors; novice or expert professors; instructors or professors; masters or doctorate professors serve as the best syllabus-maker in the academic field. This has not been proven because syllabus-making is an instructional competence that remains to be seen or to be discovered among the members of the university academics. There are some professors who have been good at it because of a number of years they have been into teaching, others learn it because of an endured passion for planning and teaching, others capture the skills from the modeling of other academics, others learn it from seminars and trainings attended, others learn from self-mentoring or from the mentoring of others, and others learn it from the continuing studies in the graduate school and others learn it from further researches. These are possible landscapes of instructional competence which the academics' instructional competences in planning, implementing, and evaluating are mostly intertwined.

Table 4 Relationship between Faculty Profile and the Adequacy of Syllabi Preparation in the Undergraduate Studies

	Variables	Index of Correlation	P-value	Interpretation
Age	Course Description	.359	.115	Not Significant
	Instructional Delivery	.259	.571	Not Significant
	Major Course Activities	.337	.181	Not Significant
	Course Content Development	.163	.106	Not Significant
	Course Assessment	3.06	.306	Not Significant
Gender	Course Description	.148	.578	Not Significant
	Instructional Delivery	.156	.542	Not Significant
	Major Course Activities	.173	.474	Not Significant
	Course Content	.296	.111	Not Significant

	Development			
	Course Assessment	.269	.304	Not Significant
<b>Teaching Experience</b>	Course Description	.309	.298	Not Significant
	Instructional Delivery	.342	.166	Not Significant
	Major Course Activities	.323	.236	Not Significant
	Course Content Development	.416	.027	Not Significant
	Course Assessment	.306	.311	Not Significant
<b>Academic Rank</b>	Course Description	.140	.612	Not Significant
	Instructional Delivery	.170	.485	Not Significant
	Major Course Activities	.147	.581	Not Significant
	Course Content Development	.170	.485	Not Significant
	Course Assessment	.149	.774	Not Significant
<b>Educational Attainment</b>	Course Description	.322	.238	Not Significant
	Instructional Delivery	.133	.987	Not Significant
	Major Course Activities	.164	.953	Not Significant
	Course Content Development	.252	.610	Not Significant
	Course Assessment	.207	.663	Not Significant

### **The Relationship between the Preparation and Utilization of Syllabi of the Faculty**

Table 5 depicts that when major course activities/projects, course content development and course assessment are paired with the items under major course activities, course content development, and course assessment, these have yielded a significant relationship. This can be interpreted that the quality of syllabi preparation affects the extent of syllabi utilization of the faculty. The best crafted syllabi by competent professors presuppose its best utilization in the actual classroom instruction. This is attributed by congruency in terms of the professors' teaching approaches, methods and techniques as implemented factors that connect to the intended and the achieved curricula in the entire Curriculum Development System (CDS) of a university. This implies that professors who adopt a certain syllabus by their colleagues do not assure a better quality of teaching, but this contributes to the increasing level of mediocrity in the countryside (Inocian, de los Reyes, Lasala, Pacaña and Dawa, 2014). Syllabus preparation needs competence and integrity in the part of the syllabus-maker in the process of conceptualization of the needed contents, skills, attitudes, and values; formulation of instructional objectives and lesson designing; selection of teaching strategies and assessment strategies. This is affirmed by Borrowman (1989), in Johnson (2001), who states that education is the process by which individuals gain knowledge, skills, values, habits and attitudes. This is what Cortese (2003)

reminds that Higher Education Institutions (HEIs) have the responsibility to increase the awareness, knowledge, skills, and values needed to create sustainable future (Raus, 2013). Though insignificant in terms of course content development in the aspect of course activities and projects because teaching processes are flexible according to various learning modalities in diverse contexts in contrast with the non-negotiable standards of content development and assessment instruments, which the CHED only allows to have negligible changes or slight modifications to enhance the prescribed curricula.

Table 5 Relationship between the Adequacy of Preparation and Utilization of Syllabi of the Faculty in the Undergraduate Studies

Variables		Index of Correlation	P-value	Interpretation
<b>Course Content Development</b>	Major Course Activities/ Projects	.468	.000	Significant
	Course Content Development	.500	.002	Significant
	Course Assessment	.341	.020	Significant
<b>Major Course Activities/ Project</b>	Major Course Activities/ Projects	.641	.000	Significant
	Course Content Development	.320	.077	Not Significant
	Course Assessment	.515	.000	Significant
<b>Course Assessment</b>	Major Course Activities/ Projects	.647	.000	Significant
	Course Content Development	.498	.006	Significant
	Course Assessment	.431	.005	Significant

### The Difference in the Adequacy of Syllabi Preparation of the Faculty

The difference on the adequacy of syllabi preparation of the faculty, Table 6 shows that items under course description except on the length of the course and number of units provided is found insignificant; while instructional delivery, major course activities/projects, course content development, and course assessment are significantly different. This means that the five elements of a syllabus are very essential in the structure of the entire instructional plan. The Course Description tells what the course is all about – the snapshot of the course in a capsule. The Instructional Delivery covers the content, skill, attitude and value component of the course which can be delivered in specified time frame. This provides the direction the entire flow of the course as it is expected in the units of work for a week or a quarter. Major Course Activities or Projects comprise the requirements of the course within the semester such as relevant portfolios, feasibility studies,

projects, researches and other relevant creations or inventions. The Course Content Development refers to the logical sequence of contents and skills with appropriate teaching approaches, methodologies or strategies. Learning activities are selected based on the appropriateness of the lessons and students' interests. The Course Assessment refers to the use of multiple assessments that does not limit to traditional forms of assessment only like the paper-pencil-tests, but also with the use of alternative forms of assessment like performance and portfolio. This provides a perfect balance of assessment on content orientation and learner competence – proving the significance of dialectical process of instruction both inside and outside of the classroom.

The length of the course and number of units provided becomes insignificant because it is not the length of time and the corresponding units of the course that matter, but on how the other five elements are intertwined in proper webbing to a well-planned instruction in order to achieve relevance. Daggett (2005) emphasizes that rigorous and relevant education is a product of effective learning, which takes places when standards in curriculum, instruction, and assessment interrelate and reinforce with each other. To him, this is crucial to achieve academic excellence and social significance. This is the ultimate goal of global education, which higher education instruction in the Philippines greatly aspires with the rest of other countries in the world through the use of the Outcomes-based Education (OBE) [the intended curriculum] that utilizes the Outcomes-based Teaching and Learning (OBTL) [the implemented curriculum] and the Outcomes-based Assessment (OBA) [the achieved curriculum] in all curricular degree offerings in the university.

Table 6 Difference of the Adequacy of Syllabi Preparation of the Faculty in the Undergraduate Studies

	T-test	P-value	Interpretation
<b>A. Course Description</b>			
A1. It contains clear and specific description of the subjects.	6.457	.000	Significant
A2. The general topics covered are identified.	4.751	.000	Significant
A3. The length of the course and number of units are provided.	1.059	.292	Not Significant
A4. It includes CHED thrust and other development goals.	6.861	.000	Significant
A5. The pre-requisite of the course if any, are identified.	5.841	.000	Significant
<b>B. Instructional Delivery</b>			
B1. Course objectives are clearly stated.	2.555	.000	Significant
B2. Course objectives are realistic and achievable within time frame.	2.577	.001	Significant
B3. It measures students' simple to higher order thinking skills.	2.084	.003	Significant
B4. It includes the attainment of important values formation.	6.623	.000	Significant
B5. It guides individual learning.	9.971	.000	Significant
<b>C. Major Course Activities/ Projects</b>			

C1. Course activities and projects are related to course goals.	3.757	.000	Significant
C2. Course activities and projects allow students to acquire technical, academic and work place skills.	5.643	.000	Significant
C3. It provides real work experience.	3.515	.013	Significant
C4. Course activities are based on student's skills and potentials, workable, time frame, availability of resources and adequate faculty supervision.	3.090	.003	Significant
C5. Course activities cater to individual differences and capabilities.	9.878	.000	Significant
<b>D. Course Content Development</b>			
D1. It provides a comprehensive content of the course.	3.962	.000	Significant
D2. Content is logically or systematically organized.	2.981	.004	Significant
D3. Content is continually updated to attain subject matter, course and/or societal relevance.	6.196	.000	Significant
D4. It stimulates students' interest and participation through instructional aids and strategies.	8.116	.000	Significant
D5. It provides a variety of teaching methods, approaches and strategies.	3.329	.001	Significant
D6. A variety of resource materials and references are continually updated.	5.985	.000	Significant
<b>E. Course Assessment</b>			
E1. It uses multiple assessment strategies to evaluate students' knowledge and skills.	3.052	.003	Significant
E2. It provides evidence that will evaluate the standards for technical, academic and transferable work skills.	5.037	.002	Significant
E3. It provides information that enables the teacher to vary instruction based on students' needs.	6.111	.000	Significant
E4. It offers opportunities for students to demonstrate their ability to plan, solve problems, and become independent learners.	4.474	.000	Significant
E5. It provides adequate monitoring and evaluation feedback for teachers and supervisors on course/programs implementation.	10.986	.000	Significant

### **The Difference in the Adequacy of Syllabi Utilization of the Faculty**

Table 7 notes that all items under major course activities or projects, course content development and course assessment differ significantly with each other. This means that the adequacy of syllabi utilization varies among every members of the faculty. Every faculty member's uniqueness plays a vital role in the syllabus utilization. This serves as an independent variable that can be factored in through the individual faculty member's preferences in teaching. This remains crucial in the assignment of teacher's academic load

by their respective chairman or dean that they have to be given courses in line with their area of specialization. Expertise counts so much in syllabus preparation more especially in higher education teaching in the colleges and universities with respect to vertical typology – whose academic preparation in the undergraduate is vertical until the graduate studies.

Table 7 Difference on the Adequacy of Syllabi Utilization of the Faculty in the Undergraduate Studies

Items	T-test	P-value	Interpretation
<b>A. Major Course Activities/Projects</b>			
A1. There is congruency of course activities and project to course goals	2.185	.031	Significant
A2. Students acquire technical, academic and work place skills.	5.652	.000	Significant
A3. Learning experiences are suited to the different levels of learners.	6.593	.000	Significant
A4. Student immersions to real work experience are provided.	4.175	.000	Significant
A5. The pre-requisite of the course if any, are identified.	6.104	.000	Significant
<b>B. Course Content Development</b>			
B1. The delivery of comprehensive, accurate and updated content knowledge is evident.	7.727	.000	Significant
B2. Logical or systematically organized subject matter content is utilized in the course.	4.388	.000	Significant
B3. Content is continually updated, thus adding relevance to subject matter course and/ or the society.	7.345	.000	Significant
B4. Delivery of developed learning situation that encourage learners interest and participation are facilitated through instructional aids and devices.	6.955	.000	Significant
B5. Appropriate teaching methods, approaches, and strategies are utilized.	4.426	.000	Significant
B6. A variety of continually updated resource materials and references are utilized to the utmost.	5.883	.000	Significant
<b>C. Course Assessment</b>			
C1. Multiple assessment modes are formulated and utilized to evaluate students' knowledge and skills.	7.044	.000	Significant
C2. Assessment results are utilized and interpreted in consonance with course standards.	7.293	.000	Significant
C3. Accurate feedbacks on learners' progress are provided.	7.293	.000	Significant
C4. Meaningful opportunities for students to demonstrate their ability to plan, solve problems and become independent learners are organized.	2.278	.025	Significant
C5. Monitoring feedback is provided to teacher and supervisors on course/program implementation.	2.273	.025	Significant

## Instructional Problems Perceived by the Faculty in the Undergraduate Studies

Table 8a shows the instructional problems of the faculty in the undergraduate studies in terms of utilization of instructional aids and devices. It highlights that respondents are in agreement by the item “do not have enough information to know what materials are most appropriate for my class”. Knowledge on Educational Technology (EdTech) is very vital in the teaching process because this provides lots of audio-visual and manipulative materials that enhance learning. However, not all of the respondents obtain education units or finish the degree in Education, vital to understand the principles and utilization of instructional materials, hence this problem is revealed. Though, the respondents are experts on their own respective fields in response to higher education vertical typology, but it is not a guarantee that they know pedagogical component of instructional materials utilization. The imperatives to acquire this skill depends upon their coordination with their respective chairmen or deans to the academic affairs and top management of ESSU-Salcedo, in order to provide a regular training on the variation and utilization of instructional materials in the teaching and learning process across the various disciplines. These imperatives mitigate the monotonous listing of almost the same instructional materials in the respondents’ syllabus. These aforementioned instructional materials do not only limit for printed materials, but also with the use of audio-videos, documentaries, mock-ups, miniatures, specimens, laboratory apparatus and other forms of community resources like zoos, orchidariums, herbariums, terrariums, planetariums, orchards, ranches, water-forms and natural landscapes, graveyards, old churches, mounds, tourist spots, museums and business establishments (Inocian, 2010).

Table 8a Instructional Problems of the Faculty in Terms of Utilization of Instructional Aids and Devices

Items	Mean	Interpretation
1. I do not have enough time to adequately select, locate and preview commercially produced materials.	3.22	Undecided
2. It is difficult to integrate audio-visual media in my course.	3.54	Agree
3. I do not have enough information to know what materials are most appropriate for my class.	3.84	Agree
4. Searches for materials in my specific content area reveal few suitable materials.	3.20	Undecided
5. Students look on audio-visual lessons as “entertainment and do not study the materials presented”.	3.60	Agree
6. There is too much “red tape” in ordering materials and equipment.	3.30	Undecided
7. Audio-visual materials are too expensive.	2.88	Undecided

8. Audio-visual materials are frequently available when I need them.	2.82	Undecided
9. I do not have enough training to use effectively selected audio-visual media.	3.04	Undecided
10. I have difficulty using audio-visual media.	3.36	Undecided

Likewise, Table 8b presents the instructional problems of the faculty in terms of utilization of instructional methods and strategies. The problem which states that “it is difficult to integrate a variety of methods in one lesson” has been emphasized by the respondents as one among the difficult items. Knowledge on Teaching Strategies in Principles and Methods of Teaching is the Waterloo because not all of the respondents are graduates of Education or has taken units in Professional Education. Like, the knowledge of instructional materials, it is imperative that they have to seek for training with proper use of teaching strategies across the disciplines they are handling. The items in the cluster presuppose the need for proper orientation on the whole brain-based learning systems in order to provide the variety of teaching strategies across the different quadrants of the human brain (Inocian & Lasala, 2014).

Table 8b The Instructional Problems of the Faculty in Terms of Utilization of Instructional Methods and Strategies.

Items	Mean	Interpretation
1. Formal Planning of lessons with appropriate methods is difficult due to limited references.	3.0	Undecided
2. My selection of methods of teaching is often affected by the subject assignment outside my major or specialization.	3.06	Undecided
3. My class period is often consumed in clarifying details of the lessons due to low performing students.	3.12	Undecided
4. I do not have enough time to adequately present major concepts and difficult ideas in a logical fashion because of other load assignment.	3.38	Undecided
5. Students do not appreciate the lesson even if I organized the lesson with them in advance.	3.50	Agree
6. There is not enough teaching equipment that would complement the method of teaching the subjects I handled.	3.04	Undecided
7. I do not have much training on the use of methods of teaching	3.40	Undecided
8. Summarizing lessons with my students, do not always give them the chance to see whether they understand the learning materials provided.	3.46	Agree
9. I often find difficulty in managing the class when introducing new methods of teaching	3.68	Agree
10. It is difficult to integrate a variety of methods in one lesson.	3.72	Agree

## **Conclusion**

The faculty members teaching the undergraduates of Eastern Samar State University (ESSU) Salcedo campus had shown adequate preparation and utilization of their respective syllabi. Areas identified in syllabus preparation when paired to areas in syllabi utilization proved to be related and showed that these areas in syllabi preparation were followed and utilized during content delivery by the members of the faculty. Both perceptions of the faculty and supervisor as regards to syllabi preparation proved the variety of its utilization. However, these variations could be responded through a clear and formal faculty-supervisor relationship would contribute to well-planned or well-supported syllabi preparation and utilization in the undergraduate studies. The faculty members in the undergraduate studies showed to have problems in the utilization of instructional aids and devices as well as in the utilization of methods and strategies in the teaching and learning process, which needed immediate administrative attention.

## **Recommendation**

In the light of the foregoing findings and recommendations, ESSU-Salcedo's College Administration should consider the following: (1) invite resource person or tap senior faculty to demonstrate the best practices and strategies to ensure improvement in areas covered under syllabi preparation, (2) organize teaching demonstrations that would exhibit varied and fruitful course activities, content delivery and assessment along disciplines for the improvement of its syllabi utilization, (3) enrich the class observation program to readily assess the faculty needs and progress, (4) organize when feasible, a faculty exchange program to provide a healthy exchange of best expertise that would increase improvement of instructional delivery and evaluation in the light of the OBE, OBTL and OBA requirements, (5) conduct in-service trainings to provide faculty the strategies in content development in relation of teaching methods and strategies, and the utilization of audio-visual materials, (6) acquire additional audio-visual materials to accommodate the growing faculty and students' needs, and (7) replicate the study to validate the findings especially on the preparation of syllabi in other SUC's and private colleges.

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