

RESEARCH ARTICLE

Confidence of implementation of new BSND curriculum among program administrators and faculty

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ABSTRACT

The curriculum has been developed and implemented in accordance with the regulatory guidelines set by the Commission on Higher Education. This ensures that the education provided to students in the field of nutrition and dietetics meets the expected standards and quality benchmarks, ultimately benefiting the students and the field. The purpose of this study was to assess the confidence of implementation of the new nutrition and dietetics curriculum as evaluated by the program administrators and the faculty. The program administrators ($n = 5$) and faculty ($n = 37$) were taken from 4 randomly sampled higher education institution in Mindanao, Philippines. There were 7 metrics developed in this study used to evaluate the confidence of the participants based on the Commission on Higher Education (CHED) Memo Order No. 14, series of 2017. The participants were highly confident that the new curriculum adhered to the mandates stipulated in the order. Among the 7 metrics, the participants were highly confident on the curriculum instruction and admission of students while improvements shall be done on facilities and library resources. The findings have important impacts on higher education as it highlighted the necessary areas to be improved and focused. Professional development also mediated the confidence of the participants showing those with higher education, i.e., master's and doctorate level, were more confident on instruction, faculty, internship, admission, and facilities available in the new curriculum. The confidence of the participants evaluated the status of the implementation indicating positive direction and further development of facilities and academic resources.

Keywords: implementation confidence; instruction; instructional resources; nutrition and dietetics curriculum; program administration

1. Introduction

In the Philippines, nutrition and dietetics as a profession gained its first breakthrough recognition with the creation of the Dietetics Department at the Philippine General Hospitals and the University of the Philippines in 1952 which focused on increasing the overall nutrition necessity of the people.

According to Alam et al.^[1], nutrition and dietetics education is said to be highly recognized today and included in various curricula such as medicine, nursing, dentistry, and other fields of the health care system because it demonstrates a vital role in the academe and research. It is an important driving force in the success of adequate or proper food intake that can translate into normal nutritional status, improved diets, positive food

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habits, prevention of illnesses or diseases, and good lifestyle modification.

Nutritionist-dietitians play an important role in nation-building and human development through proper and sufficient nutrition. According to the section I, article II of the General Provision of Republic Act Number 10862, the crucial role played by registered nutritionist-dietitians (RNDs) in human development through proper and sufficient nutrition is recognized by the government. Hence, the government shall promote the development of RNDs by ensuring their competence through credible licensure examinations as well as encouraging their participation in programs and activities that promote their professional advancement.

Teachers have a vital role in passing on the curriculum to students. Teachers have to bear in mind that it is important to follow the curriculum. The degree at which teachers conform to implementing guidelines for the curriculum, the uprightness of curricular principles, and how appropriate learning opportunities are provided to the students guarantee the link between curriculum and how it is implemented^[2,3].

Karakuş^[2] further adds the role of teachers in curriculum implementation has recently changed. Whereas, before the teachers just transmit information to the students, today teachers have to manage the learning process. The teachers are expected to provide activity-based teaching. They have to teach their students how to analyze cause-and-effect relationships and how to work collaboratively and communicate well their ideas.

Curriculum implementation pertains to the way teachers carry out the objectives for the subject matter they teach, how they access students, and how they interpret the curriculum^[4-6]. For effective curriculum implementation, a teacher shows a good understanding and interpretation of the curriculum^[7-10]. Teachers should know how to use curriculum materials and employ teaching strategies or approaches suited to meet the curricular objectives.

This study analyzed the confidence of implementation of new Bachelor of Science in Nutrition and Dietetics (BSND) curriculum from the perspectives of administrators and faculty. This analysis provided the status of implementation and the condition of the new curriculum based on the mandates under the CHED Memo Order No. 14, series of 2017. This is critical because curricular adjustments can have a major impact on educational quality and student readiness for future employment. Assessing the degree of confidence in adopting the new curriculum could be the initial stage in evaluating its efficacy. The study may aid in identifying areas where the implementation of the new curriculum might be enhanced. This data is useful for educational institutions pursuing to improve their programs and adapt to changing educational and industry standards. The findings can help guide future research on curriculum development and implementation in the field of nutrition and dietetics.

2. Literature review

The curriculum is considered the heart of any learning institution and a blueprint for the teaching and learning process. It is the benchmark for all educators to determine what is essential for teaching and learning so that every student can gain access to conscientious pedagogical experiences.

The BSND is a four-year program that endeavors to develop students to be globally competitive professionals with appropriate competencies in three areas of nutrition-hospitals, community or public health nutrition, and food service combining the clinical knowledge and skills through excellence in teaching and the development of proper values and attitudes in exercising the profession to answer the changing needs of society^[11].

Bediako^[12] defines curriculum implementation as the process of putting the curriculum into action to attain the goals for which the curriculum is designed. Bediako^[12] views curriculum implementation as the conversion of “theory into practice” or “proposal into action”. Curriculum implementation refers to how the

planned or designed course of study is being translated by the teachers into the syllabus, scheme of work and lessons to be imparted to the students. Curriculum implementation is said to be the teacher's ability to carry out or implement the curriculum which somehow hinges to some extent on factors like qualification, experience, knowledge, and skills of the teacher as well as the availability of resources, and motivational issues among others.

According to Chaudhary^[13], there are several factors that influence the implementation of the curriculum. These factors are the learner and teacher, resource materials and facilities, the school environment, culture and ideology, instructional supervision, and assessment.

The role played by program administrators and administrators are vital to the attainment of the institution's vision, mission, goals, and objectives. Hence, program administrators, specifically the dean, department head or chairperson must possess ensure satisfactory implementation of the programs offered in the college/department of the higher education institutions.

The provisions of article VI, section B of CHED Memo Order No. 14, series of 2017 stipulated that the BSND program shall be headed by a dean/chair/department head who is on a full-time appointment which means he/she has no other teaching assignments or administrative functions in other public/private institutions on higher education institutions^[14]. He/she must have the following qualifications:

- a) Must have a master's degree preferably with a major in nutrition and dietetics and a registered nutritionist-dietitian (RND).
- b) Should have at least three years of teaching experience in nutrition and dietetics or allied fields.
- c) Should have at least two years of experience in the nutrition-dietetics profession other than teaching.
- d) As a general rule, he/she should have a teaching load not exceeding (12) units.

The quality of instructional experiences depends to a large extent on cognizance of the role played by the faculty in the student's learning outcomes, the Commission on Higher Education requires under section 14, article VI of CHED Memo Order No. 14, series of 2017 that in terms of qualifications, the teaching personnel in nutrition-dietetics must be a holder of a master's degree in nutrition-dietetics or in fields related to the discipline that the faculty is going to teach such as home economics, economics, food science, food service and management, agriculture, chemistry, epidemiology, business administration, management, pharmacy, education, public health, psychology, health administration, public administration, anthropology, and, social science among others. Professional courses in nutrition and dietetics must be taught by a registered nutritionist-dietitians and must have a work experience of at least 2 years in the academe, research, or industry.

In terms of load, the teaching load of a regular full-time faculty member shall not go beyond 24 units per semester. Part-time faculty members may be allowed to carry a maximum of twelve (12) units. The ratio of full-time to part-time faculty is at least 2:1. At least 60% of the professional courses are taught by permanent full-time faculty who are provided with security of tenure and fringe benefits.

Patius^[15] investigated the factors that influence the implementation of curriculum, particularly the extent to which teacher training, availability of teaching and learning materials, time allocation of curriculum, and innovative classroom practices influence curriculum implementation. The findings of the study revealed that lack of teacher training on curriculum, inadequate time allocation, and insufficient teaching and learning materials for the subject matter has a negative impact on the implementation of the curriculum. It was recommended that teacher training on curriculum be conducted; the insufficient teaching-learning materials be addressed; and more time be allocated to improve the curriculum.

The study of Barber et al.^[16] explored the experiences of employability and employment for graduates of a nutrition science degree (a three-year program). A qualitative research design using narrative interviews was

used to collect data from 22 nutrition science graduates of a university in Australia. Results showed that it was difficult to obtain nutrition-related employment as a nutrition science graduate, however, the process was aided by work experiences, strong interpersonal skills, and a willingness to relocate. The nutrition science graduates in this study expected that their nutrition science degree would be adequate to readily gain employment. But they realized that work-integrated learning and additional study can help build their employability skills.

This study analyzed the confidence levels of faculty and program administrators about the implementation of the BSND curriculum. The CHED ordered the revision of the curriculum last 2017. After nearly six years of implementation, this study expected to explore how confident the participants are in its implementation. Such analysis provided first-hand insights on the status of implementation as evaluated by the faculty and program administrators. Their experiences and perspectives shed light on which aspects of the curriculum must be improved.

3. Research questions

This study intended to assess the status of implementation of the new Bachelor of Science in Nutrition Dietetics curriculum in Higher Education Institutions (HEIs) in the Mindanao Region to find out if these HEIs adhere to the minimum requirements specified in CMO 14, series of 2017 and obtain empirical data to help policymakers and curriculum planners in making sound decisions for the effective implementation of the program.

- (1) What is the confidence on implementation of the New BSND curriculum among HEIs in the Mindanao Region in terms of the following areas:
 - 1) Program administration (dean/head).
 - 2) Faculty.
 - 3) Curriculum and instruction.
 - 4) Internship/practicum training program and accreditation of facilities.
 - 5) Laboratory and physical facilities.
 - 6) Admission, selection, and retention of students.
 - 7) Library.
- (2) Is there a significant difference in the confidence of implementation of the new BSND curricular program among HEIs in the Mindanao Region in terms of the seven areas when data are categorized according to:
 - 1) Academic rank.
 - 2) Length of service.
 - 3) Highest educational attainment.

4. Methods

This study assessed the confidence of the program administrators and faculty on the implementation of new BSND curriculum based on several components i.e., program administration, faculty, curriculum and instruction, internship/practicum training program and accreditation of facilities, laboratory and physical facilities, and admission, selection, and retention of students. This study provided insights on the status of BSND curriculum in its initial implementation from the perspective of program administrators and faculty. Such analysis was essential in describing the structural and organizational strength of the curriculum.

4.1. Participants and sampling technique

There were two groups of respondents/participants in this study. The first group was the program administrators including the dean, department head/chairperson; the second group was the faculty who teach

in the BSND program. This was done to see if the faculty responses are the same as that of the middle-level administrators.

Total enumeration was used to determine the number of respondents for the program administrators since the population is small. For the faculty participants, percentage allocation was used to arrive at the minimum acceptable size per HEI. Adanza^[17] explained that the minimum acceptable size for descriptive research is 20% for a small population and 10% for a bigger population. Thus, 20% was used in this study as the sample size per HEI, since the population is small. In the selection of the sample per HEI simple random sampling was employed.

The study of Zafer and Aslihan^[18], 34% of teachers have 0–5 years of teaching experience which is relatively higher than their other groups of 6–10, 11–15, 16–20, and 21–more. In comparison to past decades, a larger percentage of the teaching staff has fewer than five years of experience^[19]. **Table 1** below presents the distribution of the participants based on their group, length of service, and highest education attained.

Table 1. Distribution of data based on demographics.

Demographics	<i>n</i>	%
Group		
Program administrator	5	11.9
Faculty	37	88.1
Length of service		
5 years and less	22	52.4
More than 5 years	20	47.6
Highest educational attainment		
Bachelor’s degree	15	35.7
Master’s degree	27	64.3

4.2. Data gathering procedure

Only after the grant of a research ethics clearance for implementation of the NDs, public health nutritionists in the field works, and a supervisor in the food service study can the researcher proceed with data gathering procedures as follows:

Permission for the conduct of the study was sought from the Presidents of Higher Education Institutions in the Mindanao Region through a formal letter. Once permission was granted, the approved letter was presented to the dean of the college offering the Bachelor of Science in Nutrition and Dietetics curricular program to facilitate the administration of the questionnaire not only to them but also to the faculty respondents.

The researcher went to the research venue on the specified date and time set by the dean of the college offering the BSND program for the conduct of the study.

The researcher first solicited their consent to be participants of the study. She gave each participant an informed consent form and data privacy notice for them to read the conditions of their participation. Once they agree to participate, they will be asked to sign the informed consent form and the certificate of participation.

The researcher administered the questionnaire to the participants only after they have signed the consent form to indicate their willingness to participate in the study. They were assured that the information they will provide will be treated with the utmost confidentiality.

The participants were given ample time to answer the questionnaire. Items that seemed unclear to the participants were expounded by the researcher. After answering the questionnaires, these were retrieved for proper statistical treatment, analysis, and interpretation of data. The participants were given snacks and small tokens as a gesture of appreciation for their cooperation/participation in the study.

The same procedure was employed for the conduct of the study in the four HEIs offering the BSND program in the Mindanao Region.

4.3. Data analysis

This study used quantitative data analysis to analyze the collected data from survey questionnaire.

Frequency and percentage: These were used to determine the distribution of the respondent’s demographic profile (see **Table 1**).

Weighted mean and standard deviation: These were employed to determine the status of implementation of the new BSND curriculum in terms of the seven (7) areas of this program as well as the specified or identified challenges encountered in the implementation of this curricular program.

For the confidence of implementation, descriptive interpretation for responses to items under each area of the program used a 3-point Likert-type scale with the following range of mean scores and adjectival ratings. The criteria used in the computed mean scores is shown in **Table 2** below.

Table 2. Interpreted confidence based on composite mean.

Remarks	\bar{x}
Low confidence	1.0–1.66
Partial confidence	1.67–2.33
High confidence	2.34–3.0

A multivariate analysis of variance (MANOVA) for the significant difference exists in the status of implementation of the new BSND curricular program in terms of the seven (7) areas when categorized according to the respondent group, length of service, and highest degree attained. This was used because of the multiple dependent variables (factors) under the status of implementation.

5. Results and discussion

Generally, the seven program areas for the implementation of the BSND curriculum are fully implemented and fully complied with these findings as evaluated by the program administrators and faculty implying that the HEIs offering the BSND Curricular program in the Mindanao Region adhere to the minimum standard requirements specified in CHED Memo Order No. 14, series of 2017 for the implementation of the new BSND curriculum.

As shown in **Table 3**, all the seven required areas for the implementation of the new BSND curriculum received high confidence of implementation based on the evaluation of program administrators and faculty. The curriculum and instruction ($\bar{x} = 2.9264$; $\sigma = 0.17183$) received highest implementation confidence while the library ($\bar{x} = 2.5804$; $\sigma = 0.44415$) received the least confidence among the 7 metrics developed in this study.

Table 3. Descriptive analysis on the overall confidence of implementation of the new BSND curriculum.

Metrics of BSND curriculum based on CHED Memo Order No. 14, series of 2017	<i>n</i>	\bar{x}	σ	Description
Program administration	42	2.63	0.35	High confidence

Faculty	42	2.58	0.35	High confidence
Curriculum instruction	42	2.93	0.17	High confidence
Internship	42	2.79	0.37	High confidence
Admission	42	2.88	0.31	High confidence
Laboratory and physical facilities	42	2.58	0.53	High confidence
Library	42	2.58	0.44	High confidence

Legend: 1.00–1.66 low confidence; 1.67–2.33 partially confidence; 2.34–3.00 high confidence.

Table 4. Inferential analysis on overall confidence based on academic rank.

Metrics	Demographic	<i>n</i>	\bar{x}	σ	df	<i>F</i>	Sig.
Program administration	Program administrator	5	2.76	0.199	1	0.718	0.402
	Faculty	37	2.61	0.38			
	Total	42	2.63	0.353			
Faculty	Program administrator	5	2.50	0.53	1	0.321	0.574
	Faculty	37	2.59	0.32			
	Total	42	2.58	0.35			
Curriculum instruction	Program administrator	5	3.00	0.00	1	1.042	0.313
	Faculty	37	2.92	0.18			
	Total	42	2.93	0.17			
Internship	Program administrator	5	2.92	0.11	1	0.692	0.410
	Faculty	37	2.77	0.39			
	Total	42	2.79	0.37			
Admission	Program administrator	5	3.00	0.00	1	0.841	0.365
	Faculty	37	2.86	0.32			
	Total	42	2.88	0.31			
Laboratory and physical facilities	Program administrator	5	2.69	0.37	1	0.253	0.618
	Faculty	37	2.57	0.55			
	Total	42	2.58	0.53			
Library	Program administrator	5	2.60	0.26	1	0.011	0.918
	Faculty	37	2.58	0.47			
	Total	42	2.58	0.44			

Legend: 1.00–1.66 low confidence; 1.67–2.33 partially confidence; 2.34–3.00 high confidence.

*Significant at $p \leq 0.05$.

The results of the MANOVA employed to test the significant difference in the status of implementation of the new BSND curriculum in the seven areas when categorized by the academic rank revealed no significant difference in all the seven areas (where $p > 0.05$), as presented in **Table 4**.

The test means that there is no significant difference in the confidence of faculty and program administrators on the implementation of the curriculum in the seven areas. The responses of the program administrators and faculty are just similar. To put into perspective, the program administrators and the faculty equally evaluated that the new BSND curriculum is well implemented, and they are highly confident that it follows the CHED Memo Order No. 14, series of 2017 for implementation.

As can be gleaned in **Table 5** that all the *F* values in the seven areas when categorized according to length of service yielded no significant difference. This means that length of service did not have any mediating effect on the confidence of program administrators and the faculty regarding the implementation of the new BSND curriculum. Length of service as the variables did not influence the respondents on their evaluation on implementation of the new BSND curriculum in the seven metrics.

Notably, all the 7 metrics designed in this study yielded high confidence based on the evaluation of the program administrators and the faculty. For instance, admission ($\bar{x} = 2.8810$; $\sigma = 0.306$) yielded high confidence as the college had “well defined admission, retention, and residency requirements published and made known to students”. Curriculum instruction also yielded high confidence ($\bar{x} = 2.926$; $\sigma = 0.1718$) where it is “consistent with the school’s mission statement”. The program administrators and faculty were highly confident that the new BSND program adhered to the CHED Memo Order No. 14, series of 2017, regardless of their years in service.

Table 5. Inferential analysis on overall confidence based on length of service.

Metrics	Demographic	<i>n</i>	\bar{x}	σ	df	<i>F</i>	Sig.
Program administration	5 years and below	22	2.55	0.40	1	2.404	0.129
	Above 5 years	20	2.72	0.27			
	Total	42	2.63	0.35			
Faculty	5 years and below	22	2.50	0.36	1	2.767	0.104
	Above 5 years	20	2.68	0.32			
	Total	42	2.58	0.35			
Curriculum instruction	5 years and below	22	2.88	0.22	1	4.289	0.045
	Above 5 years	20	2.98	0.06			
	Total	42	2.93	0.17			
Internship	5 years and below	22	2.69	0.42	1	3.566	0.066
	Above 5 years	20	2.90	0.28			
	Total	42	2.79	0.37			
Admission	5 years and below	22	2.82	0.36	1	1.956	0.170
	Above 5 years	20	2.95	0.22			
	Total	42	2.88	0.31			
Laboratory and physical facilities	5 years and below	22	2.46	0.63	1	2.493	0.122
	Above 5 years	20	2.71	0.35			
	Total	42	2.58	0.53			
Library	5 years and below	22	2.59	0.41	1	0.25	0.874
	Above 5 years	20	2.57	0.49			
	Total	42	2.58	0.44			

Legend: 1.00–1.66 not implemented; 1.67–2.33 partially implemented; 2.34–3.00 fully implemented.

*Significant at $p \leq 0.05$.

Multivariate analysis of variance in **Table 6** revealed that there is no significant difference in the confidence of implementation of the new BSND curriculum in terms of program administration and library as supported by the *p*-value of 0.085 and 0.297, respectively. The responses of those with the bachelor’s degree and master’s degree or higher were just similar. The highest educational attainment, or highest degree obtained was not an operant variable in these two areas.

However, in the areas like faculty, curriculum and instruction, internship/practicum training, admission, and laboratory and physical facilities, all the *F*-values yielded *p*-values lesser than the probability at 0.05 alpha indicating a significant difference. This implies that the higher the degree attained the higher level of confidence on implementation of the new BSND curricular program on the said areas.

Table 6. Inferential analysis on overall confidence based on education attainment.

Metrics	Demographic	<i>n</i>	\bar{x}	σ	<i>df</i>	<i>F</i>	Sig.
Program administration	Bachelor's degree	15	2.50	0.40	1	3.127	0.085
	Master's degree or higher	27	2.70	0.27			
	Total	42	2.63	0.35			
Faculty	Bachelor's degree	15	2.43	0.36	1	5.223	0.028*
	Master's degree or higher	27	2.67	0.32			
	Total	42	2.58	0.35			
Curriculum instruction	Bachelor's degree	15	2.82	0.25	1	11.66	0.001*
	Master's degree or higher	27	2.99	0.05			
	Total	42	2.93	0.17			
Internship	Bachelor's degree	15	2.59	0.46	1	18.37	0.006*
	Master's degree or higher	27	2.90	0.25			
	Total	42	2.79	0.37			
Admission	Bachelor's degree	15	2.73	0.42	1	5.988	0.019*
	Master's degree or higher	27	2.96	0.19			
	Total	42	2.88	0.31			
Laboratory and physical facilities	Bachelor's degree	15	2.25	0.68	1	11.66	0.001*
	Master's degree or higher	27	2.77	0.31			
	Total	42	2.58	0.53			
Library	Bachelor's degree	15	2.48	0.42	1	1.117	0.097
	Master's degree or higher	27	2.63	0.45			
	Total	42	2.58	0.44			

Legend: 1.00–1.66 not implemented; 1.67–2.33 partially implemented; 2.34–3.00 fully implemented.

*Significant at $p \leq 0.05$.

The results yielded in comparing the metrics based on the demographics provided remarkable interpretations. As the program administrators and faculty evaluated, their overall confidence on the implementation of BSND curriculum was high. This indicates that the curriculum adhered to the instructional protocols stipulated in CHED Memo Order No. 14, series of 2017. Their demographics, specifically their academic rank and length in service, yielded no significant difference. This means that their teaching experience and position in their organization did not influence their level of confidence on the implementation of the new curriculum.

The higher/doctoral degree is part of ongoing professional development that results in student success. The students experience a planned, aligned curriculum that leads to growth and achievement^[20,21]. This explained why on the 7 metrics, the higher/doctoral degree were highly confident on the implementation of the new BSND curriculum because of their greater understanding on several instructional paradigms and practices. It is important to note that sampling could impact the data because of the limited sampled participants with higher/doctoral degree.

Palestina and Pangan^[22] conducted a study to determine the perceptions of teachers and school administrators facilitating curriculum implementation based on their practices and the challenges they have experienced. The findings revealed that the respondents who were from the higher grade and administrations manifested their understanding/agreement on the factors identified that facilitate curriculum implementation in the system/school. In contrast in this study, higher level academic ranks yielded no difference on their evaluation of the new BSND curriculum.

A curriculum can be implemented or carried out as intended or the curriculum is either simplified or reduced depending on problems encountered during curriculum implementation. As a result, some may not fully implement it and may just use a curriculum that suits them^[2,23,24]. Such challenges provided a framework for teachers and curriculum implementers to also consider the stakeholders and how they respond to specific problems they encounter^[25,26]. This approach improved their understanding on what aspects they need to improve to respond to the academic challengers their stakeholders encounter. In the same perspective, the development of a hands-on instruction strategy^[8,26] and innovative teaching practices^[7,26-28].

The degree to which teachers conform to implementing guidelines for the curriculum, the uprightness of curricular principles, and how appropriate learning opportunities are provided to the student guarantee the link between curriculum and how it is implemented^[2,3]. In this study, it was evident that the program administrators and faculty were confident and positive on the implementation of the new BSND curriculum which highlighted its initial success.

Several studies also highlighted the need for effective management in education. For instance, Chavez and Lamorinas^[9] argued that conducive assessment practices could improve skill set of students enrolled in a program. In a following study, Chavez^[4] also focused on the concept of humanized teaching which shows significant level of lenience to students. These characteristics of instruction were also manifested in this study revealing a remarkable development in the new BSND curriculum.

To ensure the effective implementation of the curriculum in their contexts, continuous training, education, and ongoing support to execute certain aspects of their duties are significant to the implementation of the curriculum^[29-32]. This was evident in this study because the administrators and faculty valued the understanding of instructional practices and standards. The overall support of the school administrators through allocated time for professional development, and strong collaborative team cultures facilitate successful curriculum implementation in the classroom.

Both the faculty and the administrators were confident that a teacher's commitment to curriculum reform would enable the teachers to change classroom practices to bring about the attainment of desired learning outcomes. Hence, teachers' misleading perceptions of curriculum content and pedagogy hinder curriculum implementation, and teachers' heavy workload, lack of time for professional growth, and lack of leadership support hinder the successful implementation of the curriculum at the classroom level.

Curriculum implementation must be a collaborative effort, benchmarking, international accreditation, and improved employability of BSND graduates thru SPP (supervised practice program) for a better implementation of the curriculum in the system/school was also pointed out in the previous studies.

6. Limitations of the study

This study was a small-scale research conducted in higher education institution in Mindanao, Philippines. The sample space might not be enough to draw a generalizable data. With only five administrators included in the study, the findings may not accurately represent the broader population of administrators in higher education institutions. This limited sample size restricts the generalizability of the data and hinders the ability

to make conclusive data about the differences between administrators and faculty. Additionally, it is important to recognize that individuals may perceive and evaluate their own involvement in the curriculum more favorably, which could introduce bias in the results. Nevertheless, this preliminary study provided notable insights on the confidence of faculty and program administrators about the implementation of the new BSND curriculum. Further large-scale analysis is necessary to analyze the implementation status and challenges in implementing the curriculum.

7. Conclusion

The program administrators and the faculty expressed high confidence in the curriculum's adherence to the mandates outlined in the Commission on Higher Education (CHED) Memo Order No. 14, series of 2017. The study's findings suggest that the curriculum is aligned with instructional protocols, particularly in areas related to curriculum instruction and the admission of students. The level of confidence in the implementation of the curriculum appears to be influenced by the participants' academic backgrounds, with those holding higher academic degrees, such as master's and doctoral degrees, exhibiting greater confidence in various aspects of the curriculum, including instruction, faculty, internship, admission, and available facilities. This means that the continuous professional development and support for educators are critical factors in successful curriculum implementation. The participants valued their understanding of instructional practices and standards, and the support provided by school administrators through allocated time for professional development and collaborative team cultures contributed to the curriculum's initial success.

The effective implementation of the nutrition and dietetics curriculum might be affected by several factors such as educators' academic backgrounds, ongoing professional development, collaborative efforts, and support from school administrators, all of which contribute to the successful execution of the curriculum's objectives. The role of school administrators in providing support, including allocated time for professional development and fostering collaborative team cultures, is crucial. This support not only enhances the educators' confidence but also contributes to the overall success of curriculum implementation. It emphasizes the need for a supportive and conducive working environment within educational institutions.

Conflict of interest

The authors declare no conflict of interest.

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