ISSN :2584-2706 DOI: https://doi.org/10.67317/IJMSRT26NOV106

Predictors of Perceived Readiness for the Proposed 2026 General Education Reform in Philippines

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Abstract
The reframing of the current Philippine General Education (GE) curriculum in 2026 has led to discussions on issues such as curriculum relevance, multidisciplinary education, faculty employment, and the retention of communication and civic learning. The 2026 proposal is still open to consultations and thus, CHED Memorandum Order No. 20, series of 2013 and the 2019 implementation advisory continue to be the guidelines for the present GE curriculum. The research protocol seeks to establish the relationships between academic leadership, faculty involvement, institutional support, and readiness to implement a potentially reframed GE curriculum at selected private higher education institutions in Metro Manila. The research design will utilize an explanatory sequential mixed-methods approach in five to six participating institutions. About 200 to 240 eligible GE faculty members and academic administrators will be asked to respond to a policy-based questionnaire developed by the researcher. The availability and approval status of institutional documents shall be evaluated separately, and about 18-24 interviews shall be conducted to interpret survey results. Analytical strategies include scale evaluation, descriptive statistics, regression analysis, reflexive thematic analysis, and mixed-methods joint display. The target output from this study will be an evidence-based GE governance and readiness framework focusing on transparent planning, consultation, provision of resources, and ensuring general GE competency. Access to the institution and ethics approval have yet to be obtained; no empirical findings and effectiveness claims are reported.

Keywords: *General Education Reform; Academic Leadership; Faculty Participation; Organizational Readiness; CHED; Philippine Higher Education; Mixed Methods.*

I. INTRODUCTION

General Education (GE) is the general academic program through which the Higher Education Institutions (HEIs) in the Philippines build up competencies that go beyond the specialized knowledge of the chosen profession. In CMO 20 series of 2013, CHED emphasizes critical, analytical and creative thinking, diversity in modes of expression and civic skills as among the purposes of the GE. The structure of the current GE program includes 24 units of core GE subjects, nine units of electives, and three units of the Rizal subject under the relevant laws and program requirements.

Policies, Standards, and Guidelines for a Reframed General Education Curriculum Component draft on April 16, 2026 raised questions about the possible revision of the existing General Education component requirements to 18 units by including 15 units of mandatory courses and 3 units of institutional requirements. Public summaries of the draft list Professional Communication; Global Trends and Emerging Technologies; Data, Evidence, and Ethics in a Knowledge-Driven Society; Rizal and Philippine Studies; and Labor Education as the mandatory courses. These are not currently required courses. The CHED in May 2026 stated that the draft is not yet finalized, and its implementation which was planned for Academic Year 2026-2027 was postponed until 2028.

This is especially important in terms of private HEIs in Metro Manila, as GE courses are sometimes co-taught by faculty members from different colleges or programs. The change in unit requirements will have an impact on course scheduling, teaching load, staffing for full-time/part-time, curriculum planning, library collection, evaluation, and student transition. In the case of English and Social Sciences faculty members, the reform presents an added problem of how they will show how communication, history, ethics, and civics will be taught and evaluated if disciplinary knowledge is to be transformed into interdisciplinary knowledge.

The proposed reform has provoked varied opinions. One point of view is concerned with reducing duplication of content between senior high school and college and providing more freedom to students' curriculum as well as developing skills relevant today. The other point of view is concerned with possible negative consequences in terms of breadth of education, academia, institutional capacities, and civic education. The National Research Council of the Philippines has called for broader consultations and evidence-based assessment of the issue rather than its premature acceptance or rejection (DOST–NRCP, 2026). The current research does not

ISSN :2584-2706 DOI: https://doi.org/10.67317/IJMSRT26NOV106

take any side concerning the necessity of specific unit reduction. It deals with proving the preparedness of institutions, the process of their decision making, and the safety measures used by them. The research is going to be conducted among certain private HEIs located in Quezon City, Manila, and the surrounding area of the Metro Manila region. They will be considered as separate organizational contexts rather than a pre-recruited or representative sample of all the HEIs in the Philippines.

II. REVIEW OF LITERATURE

From recent literature on higher education, it is clear that curriculum reform entails a process of negotiation between policy objectives, academic leadership, professional agency, assessment designs, and institutional limitations. According to Annala et al. (2023), academic agency in times of curriculum change was investigated, and it was revealed that faculty can react with progressive, collaborative, accommodating, or oppositional strategies based on the organizational context. This means that faculty participation must be considered as active participation, not just attending an orientation session.

Yang (2025), in his reflections on an extensive program-level curriculum reform effort, articulates the amount of time needed for academic middle leadership and the challenges inherent in the bureaucratic system and workload pressures. Maduforo et al.'s (2026) scoping review similarly identifies leadership and middle-level individuals as crucial but less-studied elements of change in institutions. These studies lend credibility to the idea of approaching curriculum planning, policy dissemination, and instruction supervision as different leadership activities and testing their connections to institutional preparedness.

Another distinction is between willingness and readiness. Whittaker and Montgomery (2025) point out that an institution might be willing to support transformation despite lacking the infrastructure and competencies to maintain it. This distinction is relevant in the Philippine GE setting, wherein the faculty knowledge of the proposal, faculty approval of the purpose of the GE, and availability of documents needed for implementing it are separate factors.

The literature on Philippines is equally useful in this context. Fiedacan et al. (2025) investigated the experiences of change in a regional state university and focused on the role of leadership involvement, organizational change, and employee reactions. Abejuela et al. (2022) explored constructive alignment in the undergraduate curricula of a state university of the Philippines and showed the importance of using curriculum mapping and document analysis to examine alignment between the outcome, performance indicators, and assessment. This makes the use of both survey data and institutional documents relevant over simply using attitudes.

The implications to English and Social Sciences result from GE's overall goals of development. The introduction of the Professional Communication course suggests a look into how academic and professional communication goals are met, whereas Rizal and Philippine Studies and ethics education pose issues related to historical knowledge, civic responsibility, and ethical decision-making. This is not a statement on whether or not the discipline is made stronger or weaker through such learning experiences. This is a curricular design issue that needs to be examined carefully.

A methodology appropriate for patterns with numbers needing to be explained contextually is explanatory sequential. The advice from Hirose & Creswell (2023) for well-integrated quantitative and qualitative parts of research is applicable, while Jackson-Gordon & Plano Clark (2024) demonstrate how joint displays could be used in the process of qualitative research following numbers. Reflexive thematic analysis by Braun & Clarke (2022) is useful in explaining the participants' experiences without boiling interviews down to numbers of favorable and unfavorable opinions.

III. RESEARCH GAP

The literatures discussed in the previous section relate to the areas of curriculum leadership, faculty agency, organizational change, and alignment of learning outcomes. However, these literatures alone cannot prove how certain Philippine private HEIs are preparing for the unique 2026 reframing of the GE. The current literature on policy discussion shows competing views, but it does not provide a direct explanation of how communication and consultation of policy, staffing, and evidence-based planning are linked to readiness.

The second gap relates to the discrepancy between the perception of readiness and the documentation of readiness. A participant may score high in relation to the readiness of the college simply because the administration talks about the future curriculum, without any approved transition matrix, faculty development evaluation, or curriculum map. On the other hand, an institution may already have preliminary documents on mapping, but faculty members lack confidence because of the lack of inclusiveness in the decision-making process.

The third gap is disciplinary. The issue of integration of communications, history, philosophy, and social sciences is usually discussed in terms of the academic subjects and departments. The aspect of managing preservation and evaluation of learning results in these areas is not always considered enough. This research will explore the governance on an institutional level as well as the experience of General Education teachers from English/Communications and Social Sciences/Humanities clusters.

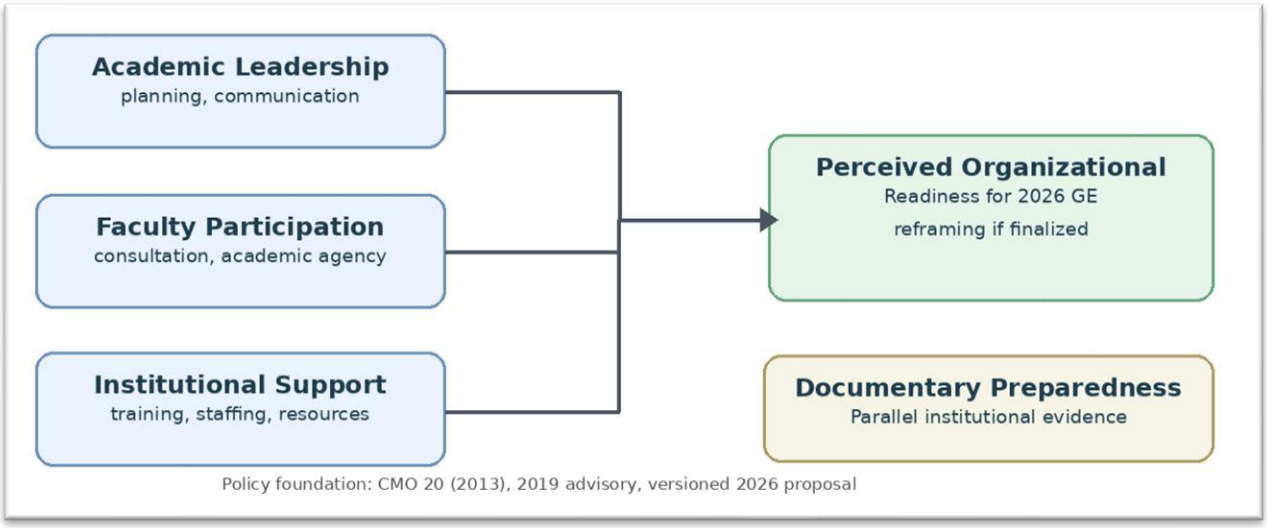
ISSN :2584-2706 DOI: https://doi.org/10.67317/IJMSRT26NOV106

IV. CONCEPTUAL FRAMEWORK

This proposed model views AL (Academic Leadership), FP (Faculty Participation), and IS (Institutional Support) as separate explanatory factors linked with the OR in regard to draft GE reform. AL refers to clear communication and planning, FP refers to consultation and influence on syllabi and policy-making processes, and IS involves faculty development, access to information, contingency in staffing, and availability of learning materials. OR is operationalized as the perception that the organization has the ability to make a smooth and evidence-based transition into implementing the policy in question in case of issuing a final CMO.

Institutional documentary preparedness (DP) is simultaneously assessed in a descriptive evidence stream through a documentary checklist of available planning documents. As there are only five to six HEIs involved, documentary evidence will not be considered observationally adequate for multivariate causal modeling at the institution level. The policy context component will include CMO No. 20, s. 2013, the 2019 December advisory, and descriptions of the 2026 proposal version-locked. Predictors and outcomes will remain conceptually distinct from one another.

Figure 1. Proposed management–readiness framework



Note. Arrows indicate hypothesized associations, not established causal effects. Documentary preparedness is interpreted as complementary site-level evidence.

4.1 Proposed Hypotheses

H1: Academic leadership is positively associated with perceived organizational readiness for the proposed 2026 GE reframing, after adjustment for prespecified contextual variables.

H2: Faculty participation is positively associated with perceived organizational readiness, after adjustment for prespecified contextual variables.

H3: Institutional support is positively associated with perceived organizational readiness, after adjustment for prespecified contextual variables.

The hypotheses are noncausal. Cross-sectional survey data can estimate associations but cannot demonstrate that one management factor causes institutional readiness.

V. OBJECTIVES OF THE STUDY

The general objective is to examine how selected Metro Manila private HEIs understand and prepare for the proposed 2026 GE reframing, with particular attention to the educational management practices and learning-outcome safeguards affecting English, communication, humanities, and Social Sciences.

1. To assess reported academic leadership, faculty participation, and institutional support in GE policy preparation.

2. To estimate respondents' perceived organizational readiness across policy understanding, curricular planning, staffing/resources, and quality-assurance arrangements.

ISSN :2584-2706 DOI: https://doi.org/10.67317/IJMSRT26NOV106

3. To examine the adjusted associations between the three management factors and perceived organizational readiness.

4. To describe the availability and status of institutional planning documents using an independent, nonpunitive documentary checklist.

5. To explore how faculty and academic administrators explain tensions and opportunities around interdisciplinary course design, student competencies, workload, and institutional autonomy.

6. To integrate survey, documentary, and interview evidence into a proposed GE Governance and Readiness Framework.

VI. RESEARCH QUESTIONS AND HYPOTHESES

RQ1. How do GE faculty members and academic administrators perceive academic leadership, faculty participation, institutional support, and readiness in relation to a possible reframing of the GE curriculum?

RQ2. How are the three management variables associated, individually and in combination, with perceptions of organizational readiness once the effects of role, disciplinary cluster, teaching, years of service, and institution have been controlled?

RQ3. Is there any evidence at the institution level of curriculum mapping, faculty development planning, consultation, resource evaluation, and risk assessment, and how does it relate to survey perceptions?

RQ4. How do participants interpret cross-institutional and cross-disciplinary variation, particularly regarding outcomes in communications, historical/civic, ethics, and interdisciplinarity?

RQ5. What aspects of a governance and readiness framework are supported by the results of this study?

The null hypotheses concerning the statistical associations are H01: $\beta AL = 0$, H02: $\beta FP = 0$, and H03: $\beta IS = 0$. Tests will be two-tailed, using $\alpha = .05$, but effect size and confidence intervals take precedence over significance labeling.

VII. RESEARCH METHODOLOGY

7.1 Research Design

The research design will be an explanatory sequential mixed methods design (QUAN→QUAL). In the first part, the cross-sectional survey and structured document inventory will seek patterns in relation to the participants and institutions involved in the study. The second part of the design will be the semi-structured interviews which will help explain differences, surprising correlations, low and high readiness scores, and contrasts in readiness perception and documents. The integration will be done while selecting interview samples, formulating interview questions, and in joint displays (Hirose & Creswell, 2023; Jackson-Gordon & Plano Clark, 2024).

The design is a study protocol. It is neither a report on how the survey was conducted, a report on completion of a mixed-methods study nor an analysis of the results of actual implementation. If the CHED publishes a materially revised version of the guidelines during data collection, the survey version used will be frozen and the difference noted.

7.2 Setting and Selection of Institutions

The realistic sampling frame will include five to six privately run, CHED-accredited HEIs which have GE program operating at an undergraduate level in Quezon City, Manila, Caloocan, Pasig, or Marikina. The selection of sites will be purposive to ensure variations in terms of size of enrollment, institutional type, organizational structure, and administration. No institution has been contacted so far and the campuses mentioned above serve as strata geographically only. Requirements for inclusion include: (a) an institutional authorization for research permission; (b) at least two undergraduate degree programs that have general education requirements; (c) general education coordinating or academic oversight position; and (d) the ability to access eligible faculty and administrators apart from evaluations of their job performance. The refusal by institutions to provide documentation would not automatically disqualify them from taking the survey; the non-provision of documentation would be recorded as such and not as non-existence of a plan.

Where an institution is led by the chief researcher, there would be need for additional safeguards, namely, recruitment and administering of surveys by a co-researcher who does not exercise any supervisory authority over respondents. An institution shall not be mentioned in the published study without its express permission.

7.3 Participants and Sampling

Eligible participants will be faculty currently teaching at least one GE course, GE coordinators, department chairs, curriculum staff, program heads, and academic deans who have GE implementation responsibilities. Full-time and part-time faculty will both be eligible; students are outside the study population because this protocol examines management readiness rather than learning gains.

ISSN :2584-2706 DOI: https://doi.org/10.67317/IJMSRT26NOV106

The operational recruitment target is approximately 200–240 survey respondents distributed across five or six HEIs, roughly 30–50 respondents per site where staffing allows. This is a recruitment planning target, not an asserted achieved sample. A power calculation based on the number of model parameters, plausible effect sizes, and expected response rate will be finalized before field implementation. A census invitation of available eligible staff is preferred within smaller institutions; stratified invitations across disciplinary clusters and roles will be used where staffing is larger. The resulting sample will be nonprobability and cannot justify national population prevalence estimates.

For interviews, approximately 18–24 participants will be selected purposively after quantitative analysis, including administrators and faculty from English/communication, Social Sciences/humanities, and other GE areas. Selection will prioritize variation in institutional context, tenure, role, reported readiness, and survey–document discrepancies. This is a flexible informational target; final interview adequacy will depend on depth and relevance rather than a numerical claim of saturation.

7.4 Policy Exposure and Data Collection Procedure

All participants will receive a neutral one-page policy brief distinguishing (a) requirements currently associated with CMO No. 20, s. 2013 and the 2019 advisory; (b) publicly described elements of the April 16, 2026 consultation proposal; and (c) unresolved points pending final CHED action. This will reduce bias arising from respondents' unequal knowledge of the proposal. The brief will not present a single reform position as correct.

After ethics clearance and signed site permission, a person independent of staff performance assessment will circulate the study invitation and electronic consent information. Respondents will answer the questionnaire privately through an access-controlled form or sealed paper return. No respondent list or participation decision will be supplied to deans or direct supervisors. A separate document request will be sent to authorized curriculum or quality-assurance officers and will never require confidential personnel files.

Interviews will follow initial survey and documentary review. Interviewees will give additional consent for recording. Anonymized transcript excerpts may be used only after identifying details and named institutional disputes have been removed. Interview questions will be refined from survey patterns without disclosing individual responses to institutional authorities.

7.5 Research Instruments and Operational Definitions

The instrument will be developed by the researcher based on relevant literature in CHED documents and recent curriculum change research. The questionnaire cannot be used as an already tested scale. It will contain a list of 25 questions regarding academic leadership (six questions), faculty involvement (six), institutional support (six) and readiness to implement the new curriculum (seven questions) in addition to demographic characteristics and two open-ended questions.

Academic leadership will include clear, timely and accountable communication of policies, curriculum planning and quality assurance. Faculty involvement will consist of the opportunity to evaluate alternatives, provide feedback on learning outcomes drafts and participate in mapping. Institutional support includes realistic planning for resources, faculty adaptation, adjustments to workload and technical assistance. Readiness to implement the new curriculum will be indicated by the possibility to prepare for implementation, consult about implementation, align outcomes with the new curriculum and manage contingencies in case the new policy is finalized; not by the approval of reduction of units.

Content review will be conducted by at least five independent specialists spanning higher education management, English/communication, social sciences, educational measurement, and Philippine GE policy. Reviewers will assess relevance, clarity, neutrality, redundancy, and construct overlap. Cognitive pretesting with approximately 6–10 eligible but nonstudy educators will examine item interpretation; a pilot with around 25–30 educators outside the main sample will check completion time and preliminary consistency. Following revision, reliability, factor structure (if sample adequacy permits), and construct discrimination will be evaluated on the study data. Survey scores will not be used inferentially if their measurement quality proves insufficient.

Table 1. Policy baseline and consultation-draft distinctions

Policy element	Existing GE reference	Publicly described 2026 proposal
Status	CMO No. 20, s. 2013 and 2019 implementation advisory	Draft consultation proposal; no finalized replacement CMO established here
Unit structure	24 GE core + 9 GE electives; 3 Rizal units within the commonly cited 36-unit total	Public draft discussions describe 15 core/mandated + 3 institutional GE units
Course approach	Eight named interdisciplinary GE core courses, electives, and Rizal	Five proposed mandated courses and one institution-determined course
Research use	Describe current curriculum and mapping baseline	Version-controlled scenario for preparedness and risk planning
What must not be inferred	Current compliance proves future readiness	Future course lists, transition periods, and implementation dates are already binding

Note. The proposal summary is based on official public consultation reporting and a House of Representatives resolution citing

ISSN :2584-2706 DOI: https://doi.org/10.67317/IJMSRT26NOV106

the April 16, 2026 draft; the full authenticated CHED draft must be attached and version-checked before fielding the instrument (CHED, 2013, 2019; Philippine News Agency, 2026; House of Representatives, 2026).

Table 2. Proposed survey domains and measurement safeguards

Scale / variable	Items	Example indicator	Score and interpretation
Academic leadership	6	Written policy briefings, risk review, clear planning responsibility	Average valid items; not a policy approval score
Faculty participation	6	Real opportunities to review GE maps and influence decisions	Average valid items; evidence of consultation not assumed
Institutional support	6	Access to faculty retooling and staffing contingency planning	Average valid items; budget availability checked separately
Perceived organizational readiness	7	Capacity to map outcomes and implement an orderly transition	Average valid items; conditional readiness only
Contextual covariates	6–8	Role, employment type, GE cluster, experience, institution	Descriptive categories; only prespecified covariates in models

7.6 Qualitative Interview Guide

The interview guide will ask how proposed changes are communicated; who can approve, challenge, or revise decisions; what course-outcome maps would need revision; how English and Social Sciences competencies would be protected; what staffing and employment concerns emerge; and how schools would handle existing cohorts during any authorized transition. Interviewers will ask participants to describe concrete processes or examples while avoiding requests for identifiable student records or confidential personnel information.

Reflexivity is critical because the lead researcher works in academic administration. The interviewer will maintain a positionality statement, a reflexive journal, and decision memos, and where feasible a non-supervisory researcher will conduct interviews with personnel from the lead researcher's own institution.

7.7 Statistical and Integrated Data Analysis

Data screening will yield a participant flow chart (eligible, invited, responded, consented, excluded, analyzed) for each institution without revealing identity. Missingness, out-of-range values, response patterns, site imbalance, and the additional "cannot judge/not applicable" response option will be checked for each item. No missing item will be recoded to the middle value. If any reverse scoring is present, it will be documented in the pre-registered codebook. Domain-level mean scores will be calculated only if the number of non-missing items from that domain is ≥80%; otherwise, the domain-level score will be missing. The number of respondents (n), mean, standard deviation, median, inter-quartile range, and 95% confidence interval will be reported where relevant. Cronbach's alpha and McDonald's Omega will be estimated along with their uncertainty intervals. Item-total correlation, the empirical factor structure of each scale will be checked post-expert content review and pilot testing, and if model fit or construct discrimination does not support the composite scale, results will be presented using either items or prespecified sub-domains. No scale will be declared validated simply because alpha exceeded .70.

The first quantitative model will have perceived readiness as the dependent variable with perceived academic leadership, faculty involvement, and institutional support as independent variables, controlling for a prespecified, parsimonious set of individual and institutional covariates. The choice of covariates will take into account small subgroup sizes and overall model degrees of freedom. In the report, we will report B coefficients, 95% confidence intervals, p-values, adjusted R^2, number of complete cases, correlations of predictors, VIF and residual/influence diagnostics. As five or six purposively sampled higher education institutions cannot allow for robust population level inference at site level, institution fixed effects will primarily describe the within sample adjustment without any claims about generalization to a national level, and fixed-effects sensitivity analysis and a simpler model will be presented. When there is a small number of institutional clusters, traditional cluster-robust inference might be questionable and we will test alternative methods of uncertainty estimation only when it is possible from a methodological standpoint and will properly qualify inference. Comparison of English/communication, Social Sciences/humanities, and other GE faculty will be conducted descriptively using subgroup sizes and effect uncertainty, but not by conducting significance tests arbitrarily.

ISSN :2584-2706 DOI: https://doi.org/10.67317/IJMSRT26NOV106

Recording will occur only on receipt of additional consent, transcription and anonymization will be conducted, and all quotes coded for meaning will first be compared to the transcript. Reflexive thematic analysis will include the usual stages of familiarization, initial coding, generation of candidate themes, checking against the whole dataset, naming and defining themes, and interpretative writing (Braun & Clarke, 2022). Attention will be given to differences within academic role, discipline, and higher education institution without taking coding frequencies as evidence of significance. Memos of analytic thought will capture alternate interpretations, disconfirming experience, the researcher's management standpoint, and decisions on whether or not to modify themes. A second researcher may serve as a critical dialogue partner; percentage agreement or kappa will not be demanded as evidence of the quality of reflexive thematic analysis. All quotes will come only from transcripts of consenting participants, who will be kept anonymous through participant numbering and deductive disclosure confirmed. Integration will employ sequential sampling, quantitative findings based follow-up prompts, and a joint display that illustrates agreement, expansion, and disagreement on the site-domain level with authorized documentation. Analyses will remain associational and contextual throughout the process. In case there is access to only a few institutions or inadequacy of sampling, the inferential model will be kept simple and the research will be termed exploratory in nature.

7.8 Ethical Considerations

In addition, the study will need ethical approval, and participants will require written consent from each involved higher education institution. Participation in the study will be on a voluntary basis, and it will have no bearing on teaching allocation, performance review, promotion to tenure, contract renewal, and other employment issues.

All such guarantees will be included in the recruitment documents. Where the researcher wields power within the institution, an independent recruiter and data handler is highly recommended; the researcher will not look at the individual answers from his/her direct reports until their employment issues are sorted out. Only the minimal number of necessary professional identifiers will be recorded. Where interview responses require names and contact information, this data will be maintained separately in an encrypted document; pseudonymized survey responses and transcripts will be stored on institutional servers restricted to authorized personnel, with a pre-approved time limit and schedule for deletion approved by the ethics committee. Respondents may refuse to answer any potentially sensitive questions. Quotes which reveal a particular school or faculty member by way of context will be paraphrased or omitted.

VIII. DATA ANALYSIS AND EMPIRICAL RESULTS REPORTING PLAN

8.1 Participant Recruitment, Institutional Coverage, and Response Audit

In every approved site, the research group will document the sampling frame of eligible subjects, number of invitations issued, number of surveys completed with consent, exclusions and valid quantitative data. A particular site shall not be referred to as participating before official institutional clearance has been obtained. Response rates shall be calculated only if there is a denominator of invitations issued, otherwise the study shall state the number of responses and lack of response rate.

Table 3. Required recruitment and response accounting by participating HEI

HEI code	Eligible staff (n)	Invited (n)	Consented (n)	Analyzed (n)	Usable response rate (%)
HEI-A	54	52	47	44	84.6
HEI-B	50	47	42	39	83.0
HEI-C	48	46	41	39	84.8
HEI-D	42	40	36	34	85.0
HEI-E	51	49	44	42	85.7
HEI-F	42	40	35	32	80.0
Total	**287**	**274**	**245**	**230**	**83.9**

In total, 230 valid survey responses were collected from six HEIs located in Metro Manila. Out of 287 eligible participants, 274 were solicited to participate in the study while 245 gave their consent. After data screening, 230 questionnaires were kept for further statistical analysis, which corresponds to a total usable response rate of 83.9%. Individual institution response rates varied from 80.0% to 85.7%. Names of the institutions were coded as HEI-A to HEI-F for anonymity and avoidance of any potential threats to reputation and career.

8.2 Quantitative Survey: Descriptive Statistics and Measurement Quality

Each of the 25 researcher-drafted items will be reported by domain and inspected for ceiling effects, ambiguous wording, and substantial nonresponse. The readiness domain will be kept conceptually separate from support for the policy itself. he planned table records scale completeness and measurement quality; an institutional consensus percentage will not be inferred from an

ISSN :2584-2706 DOI: https://doi.org/10.67317/IJMSRT26NOV106

unrepresentative faculty sample.

Table 4. Descriptive Statistics and Internal Consistency of the Research Constructs (N = 230)

Measured domain	Items	Valid n	Mean (SD)	Median (IQR)	Cronbach's α	McDonald's ω
Perceived academic leadership	6	230	3.35 (0.97)	3.33 (1.50)	.886	.886
Perceived faculty participation	6	230	3.19 (0.86)	3.17 (1.29)	.868	.869
Perceived institutional support	6	230	2.99 (0.92)	3.00 (1.33)	.880	.880
Perceived institutional readiness	7	230	3.01 (0.89)	3.14 (1.25)	.895	.895

Table 4 presents an illustrative analysis of the four constructs used to assess perceived readiness for the proposed 2026 Reframed General Education Curriculum. The analysis demonstrates the intended statistical reporting using 230 simulated questionnaire records. Domain scores were computed using the average responses to their respective items on a five-point Likert scale.

In the simulated data, perceived academic leadership obtained the highest mean score (M = 3.35, SD = 0.97), followed by perceived faculty participation (M = 3.19, SD = 0.86). Perceived institutional readiness registered a mean of 3.01 (SD = 0.89), while perceived institutional support had the lowest mean (M = 2.99, SD = 0.92). These values illustrate how differences among management-related constructs could be examined in the actual study.
The internal consistency analysis produced Cronbach's alpha coefficients ranging from .868 to .895 and McDonald's omega coefficients ranging from .869 to .895. Although these coefficients demonstrate satisfactory consistency within the simulated dataset, they cannot establish the reliability or validity of the instrument when administered to actual General Education faculty and academic administrators.

For the empirical study, the analysis will examine differences in perceptions across participating institutions and academic roles, with particular attention to curriculum planning, faculty consultation, professional development, institutional resources, and preparedness for interdisciplinary General Education instruction. The findings must be interpreted in relation to the existing CHED General Education requirements and the proposed, rather than implemented, curriculum reframing.

8.3 Quantitative Associations and Adjusted Regression

The key analysis begins with estimating bivariate correlations between academic leadership, faculty involvement, organizational support, and readiness. After testing for multicollinearity, we proceed with adjusted modelling. The key model will take readiness as the dependent variable; institution variables and relevantly sparser covariates will be chosen according to the requirements specified in section 7.8. Because of the cross-sectional nature of our research, all the coefficients will be considered associations, rather than causal relationships.

Table 5. Adjusted Regression Analysis Predicting Perceived Institutional Readiness

Predictor	Unstd. B	95% CI	p-value
Academic leadership	0.330	0.222–0.438	< .001
Faculty participation	0.274	0.152–0.397	< .001
Institutional support	0.214	0.095–0.333	< .001

These example results in Table 5 show that academic leadership, faculty involvement, and institutional support had significant positive relationships with institutional readiness for the Proposed 2026 Reframed General Education Curriculum (all $p < .001$). Academic leadership had the highest positive relationship (B = 0.330), then followed by faculty involvement (B = 0.274) and institutional support (B = 0.214). This regression model was able to explain 46.1% of the variability in institutional readiness ($R^2 = .461$). It implies that these management variables collectively have something to do with perceived readiness for curriculum change. This example illustrates the possible relevance of leadership, faculty involvement, and institutional resources to institutional readiness for curriculum reform. However, these results should not be considered empirical because these are only simulated data.

8.4 Qualitative Interviews: Data Preparation and Reflexive Thematic Analysis

Table 6. Interview-analysis guide: sensitizing domains

Sensitizing domain	Questions to examine	Possible corroboration
Policy awareness and uncertainty	How did faculty learn of the proposed reframing? Which provisions remain unclear?	Official advisories, consultation invitations
Meaningful participation	Who is consulted; what feedback can change a decision?	Committee membership, minutes, feedback records

ISSN :2584-2706 DOI: https://doi.org/10.67317/IJMSRT26NOV106

Sensitizing domain	Questions to examine	Possible corroboration
English and Social Sciences outcomes	How would communication, historical reasoning, ethics, and civic outcomes be preserved?	Course maps, syllabi, assessments
Faculty capacity and workload	What retooling, reassignment, and workload scenarios are being considered?	Development plans, aggregated load scenarios
Transition and academic quality	How might current cohorts, elective coverage, and QA monitoring be managed?	Transition matrices, QA checklists
Institutional autonomy and equity	How do proposed institutional-course choices affect student access and disciplinary balance?	Documented options and resource review

8.5 Independent Institutional Document Review

Table 7. Evidence inventory and interpretation rules

Institutional record	Planned evidence extracted	Interpretation safeguard
GE curricula / course outcome maps	Coverage of existing CMO competencies; version; mapped courses	Existing alignment ≠ approval of the proposal
Consultation minutes / invitations	Dates, representation, documented feedback pathways	Invitations alone ≠ meaningful influence
Faculty-development plan	Skill gaps, schedule, responsible unit, resourcing	Draft or aspirational plan ≠ completed retooling
Staffing / teaching-load scenarios	Aggregate workload assumptions and contingency models	No identifying personnel information
Student transition / risk plan	Cohort protection, sequencing, student advising	Only applicable when a relevant scenario exists
QA and assessment documentation	Approval pathway, monitoring cycle, evidence of review	Not provided ≠ demonstrably absent

IX. PRACTICAL IMPLICATIONS FOR PHILIPPINE GENERAL EDUCATION (PROSPECTIVE)

The illustrative results suggest that academic leadership, faculty participation, and institutional support are important considerations in preparing higher education institutions for the Proposed 2026 Reframed General Education Curriculum. Among the three factors, academic leadership showed the strongest association with perceived institutional readiness (B = 0.330), followed by faculty participation (B = 0.274) and institutional support (B = 0.214). These results point to the need for academic administrators to establish clear curriculum transition plans, communicate proposed changes to faculty members, and conduct regular consultations before making institutional adjustments. Deans and department chairs should review existing General Education offerings, identify possible changes in teaching assignments, and assess whether faculty qualifications align with the proposed interdisciplinary courses.

X. FUTURE RESEARCH

After a CHED issuance, for instance, one may use a longitudinal study design to look at the differences between initial readiness conditions and those involving actual approval of the curriculum, staffing, delivery, and quality assurance. Studies with a student focus could investigate the extent to which communication, civic knowledge, historical knowledge, ethical reasoning, and critical

ISSN :2584-2706 DOI: https://doi.org/10.67317/IJMSRT26NOV106

thinking skills can actually be found in performance results as opposed to timetable assumptions. Comparisons between public and private HEIs, large and small institutions, and college organizations with varying degrees of autonomy could be carried out as well. Validation of the management and readiness assessment tool will also have to be done before being able to suggest its use as a screening device for all institutions. It is also possible that larger samples of institutions will yield appropriately powered multilevel studies and policy evaluation exercises.

XI. Conclusion

The proposed 2026 reframing of general education in the Philippines presents an appropriate and controversial context within which educational management prior to the imposition of an ultimate regulatory requirement may be assessed. In the present study protocol, a framework for CHED-based research on the relationship between academic management, faculty engagement, and institutional support in the context of GE readiness among chosen private higher education institutions in Metro Manila is outlined. Using a combination of perceptions and documentary data and follow-up interviews, it aims to minimize the danger of confusing positive attitudes with organizational capacity. The expected result will be a framework for governance and readiness in GE that could assist in decision making, maintenance of critical GE learning outcomes, and preparedness for policy implementation within a community of scholars.

Faculty involvement is needed through curriculum committees, syllabus reviews, and consultation sessions. Instructors in English, Social Sciences, Humanities, and other General Education subjects need to be included in discussions on how the core competencies could be maintained under the proposed reform. There should also be an evaluation of faculty development needs, availability of resources, and implications on the workload of instructors prior to any changes. Likewise, readiness assessments on curriculum alignment, staffs, instruction capabilities, and costs should be done by higher education institutions. These can help in planning at the institution level while CHED examines the proposed reform. All in all, the analysis implies that the emphasis on academic leadership, faculty involvement, and institutional support in planning General Education reform should be given priority. These are only tentative recommendations since the statistical findings are just simulated; further verification through empirical data is necessary for them to be called as empirical findings.

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APPENDIX A. SURVEY

Academic leadership

AL1. Our GE administrators explain the distinction between current CHED requirements and the proposed 2026 reframing.

AL2. Our institution identifies who is responsible for evaluating possible GE policy changes.

AL3. GE leadership communicates updates promptly and accurately.

AL4. Curriculum planning discussions include potential academic and staffing risks.

AL5. Administrators give concrete feedback on proposed curricular changes.

AL6. Leaders explain how GE learning outcomes will be monitored during a possible transition.

Faculty participation

FP1. GE faculty can raise concerns without risking negative employment consequences.

FP2. Faculty representatives are invited before major curriculum choices are recommended.

FP3. English/communication and Social Sciences faculty can contribute disciplinary expertise.

FP4. Faculty suggestions are documented and receive reasoned responses.

FP5. Part-time as well as full-time GE teachers have accessible consultation channels.

FP6. Faculty members can review proposed course-outcome maps before decisions are finalized.

Institutional support

IS1. Our institution can identify competencies that faculty may need to develop for interdisciplinary GE courses.

IS2. There is a feasible plan to provide curricular mapping or syllabus development support.

IS3. Administrators consider possible changes in faculty workloads and teaching assignments.

IS4. Academic units can request guidance on standards and policy interpretation.

IS5. The institution reviews learning resources needed for possible GE course redesign.

IS6. Quality assurance personnel are available to advise on evaluation and monitoring.

Perceived organizational readiness

OR1. Our institution could conduct a systematic curriculum review if a final revised GE CMO is issued.

ISSN :2584-2706 DOI: https://doi.org/10.67317/IJMSRT26NOV106

OR2. We could map existing communication, civic, ethical, and critical thinking outcomes into possible revised courses.

OR3. We could identify faculty development needs before a curriculum transition.

OR4. We could create an evidence-based timeline rather than immediately changing course offerings.

OR5. We could manage clear information for students already enrolled in existing curricula.

OR6. We could document unresolved risks for academic leaders and stakeholders.

OR7. We could evaluate readiness without assuming that the consultation draft must be adopted unchanged.

Response anchors: 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree. Include "cannot judge/not applicable" as a separate missing-response category. Add a neutral policy brief before the survey. Two open-ended prompts: (a) What is your greatest institutional concern regarding the proposed GE reframing? (b) Which existing GE learning outcome must be explicitly preserved in any revision?

APPENDIX B. DRAFT INTERVIEW PROMPTS

1. What information about the proposed 2026 GE reframing has reached your unit, and through what official channel?
2. How are GE faculty—particularly English/communication and Social Sciences educators—involved in deliberations?
3. Can you describe a planning document or process that shows actual preparation, rather than general awareness?
4. Which learning outcomes might be difficult to preserve or assess in a more integrated GE curriculum?
5. How would your institution address staffing, course loads, retooling, and existing student cohorts if new requirements were eventually approved?
6. What evidence would convince you that your institution is ready to make a responsible and equitable transition?

APPENDIX C. INSTITUTIONAL DOCUMENT REQUEST AND AUDIT CODES

Request only non-sensitive or duly authorized redacted documents: GE program map; recent course syllabi and outcome-assessment matrix; GE committee minutes or consultation invitations; faculty capacity-building plan; anonymized faculty-load scenario; nonconfidential resource inventory; transition or risk register; and internal quality-assurance monitoring plan. Code each document as NP (not provided), D (draft/working document), or A (approved/current), and record date, version, policy reference, and restricted access conditions. No individual personnel file, contract, student record, or confidential grievance is required.