Journal of Education & Humanities Research (JEHR)
Institute of Education & Research (IER), University of Balochistan, Quetta-Pakistan
Volume: 20, Issue-II, 2025; ISSN:2415-2366 (Print) 2710-2971 (Online)
Email: jehr@um.uob.edu.pk | **URL:** http://web.uob.edu.pk/uob/Journals/jehr/jehr.php

"Student-Centered Curriculum and Its Dimensions in Bachelor of Science in Interior Design (BSID): Basis for A Proposed Development Plan"

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Received: 24-September-2025
Accepted: 17-December-2025
Published: 31-December-2025

KEY WORDS

Student-centered curriculum, Curriculum evaluation and assessment effectiveness, quantitative-descriptive, Bachelor of Science in Interior Design (BSID)

ABSTRACT

The Commission on Higher Education (CHED) Memorandum Order 2016 on the Bachelor of Science in Interior Design (BSID) curriculum advocates for curriculum improvement, emphasizing the necessity of a systematic evaluation mechanism in meeting educational goals. This study examines student-centered curriculum in interior design, focusing on demographics, evaluation, and assessment effectiveness. It uses a quantitative-descriptive research design and Pearson Correlation Coefficient to analyze responses. 278 respondents evaluated their achievements in interior design. Welch's t-test and Mann-Whitney U Test were used to see whether there was a significant difference between students and teachers on any of the factors. The student-centered curriculum had the highest mean, indicating widespread support. The dimension of curriculum evaluation had the highest mean and standard deviation. The curriculum philosophy component had the highest mean, with strong support from both students and teachers. The findings show a positive correlation between a student-centered curriculum and perceptions of curriculum evaluation dimensions, and a small but genuine link between the two. Finally, there are no statistically significant differences between students and teachers in terms of student-centered curriculum or curriculum assessment efficacy. This study includes conclusions and a proposed development plan..

Introduction

Despite the evolving landscape of interior design education, there is limited research on how to contextualized approaches influence curriculum effectiveness in the Philippines. This study seeks to contribute to the body of knowledge on curriculum development by providing an evaluative framework for student-centered curriculum and its dimensions in Bachelor of Science in Interior Design (BSID curriculum in the Philippine higher education.

Educational programs and curricula are critical for attaining educational goals, maintaining quality, meeting societal demands, and creating job possibilities. University teaching assessments sometimes rely on student ratings, with little systematic emphasis on specific components, as demonstrated by CHED's 2016 fine arts and interior design curriculum, identifying areas for curricular improvement (Irene, 2023).

The Bachelor of Science in Interior Design (BSID) curriculum includes interior construction, material details, space decorating, color theory, and design style suggestions (PUP, 2025; UST, 2025; UE, 2025). It also takes into account cultural value in design. Through study and practical experience, students gain technical skills and conceptual understanding to construct effective, safe, and visually appealing environments (Zayed University, 2025).

Historically, curricula were based on catechism to promote religious instruction. However, with the arrival of Americans, teaching and arts shifted to secularism (Godiez-Ortega, 2025). Curriculum should be dynamic and imbued with culture (Ladson-Billings & Brown, 2008), as it shapes students' visions of their pasts, presents, and futures. The classroom is a microcosm filled with social activities, shaped by cultural influences and individual experiences. Implementing school curriculum requires cultural responsiveness and differentiated instruction (Banks, 1988; Ho, 2005; Lin, 2013; Wang et al., 2024).

Corollary to this, Interior design instruction in the Philippines began when Filipino architect-teachers returned from abroad. The University of Santo Tomas began an interior design department in 1954, motivated by the New York School of Interior Design (Cáñete 2014). The study of interior design in the Philippines originated in the mid-20th century, significantly shaped by the education and experiences of Filipino architect-educators who pursued studies elsewhere. These lecturers introduced innovative approaches and design ideologies that profoundly influenced the local approach to interior design.

In 1954, the University of Santo Tomas (UST) established an interior design program in the Philippines, inspired by the New York School of Interior Design. This program offered a systematic curriculum covering space planning, color theory, materials, furnishings, and cultural contexts, equipping students for industry applications and emphasizing aesthetic and functional aspects in interior environments (UST, 2025). On one hand, Filipino architect-educators who studied abroad significantly contributed to the advancement of interior design in the Philippines, enhancing design education and practice standards (DLS-CSB, 2025).

The University of Santo Tomas has significantly influenced the BS Interior Design curricula in the Philippines by integrating Western models with local design principles. This approach not only improves the education but also cultivates a unique cultural identity within the discipline.

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Graduates are better equipped to address local needs and global design trends, setting them apart on the international stage. This curriculum demonstrates a commitment to excellence and flexibility (UST, 2025).

The Bachelor of Science in Interior Design program stresses cultural issues in design problem-solving and proposal creation (Cáñete, 2014). Curriculum responsive goal is to equip students to perform critical analysis of social development and society (Ladson-Billings, 2001). A culturally appropriate curriculum promotes inclusive learning environments by reflecting varied student identities and emphasizing relevance, involvement, and respect. It recognizes cultural experiences, making learning more accessible and relatable to pupils of diverse backgrounds (Purdue University, 2025; Nguyen, 2024).

The Bachelor of Science in Interior Design program in the Philippines focuses on integrating cultural awareness into design problem-solving and proposal creation. It fosters critical analysis of social development, preparing students to navigate contemporary society. The program promotes inclusive learning environments, valuing diverse identities and fostering social consciousness. Graduates are prepared to contribute to the field and the Philippine Interior Design Act of 2012, which professionalizes the field and enhances the quality of interior spaces (Sanchez & Cunanan Law Office, 2025).

This study evaluates a student-centered curriculum in a Bachelor of Science in Interior Design program in the National Capital Region. It provides an evaluative framework for curriculum development, focusing on demographic profiles, input, process, context, product, effectiveness, appropriateness, adequacy, assessment effectiveness, learning output, learning resources, application, and philosophy. The study identifies a significant relationship between student-centered curriculum evaluation and curriculum evaluation dimensions, efficacy, and effectiveness. It also proposes a development plan to facilitate a student-centered curriculum in the program.

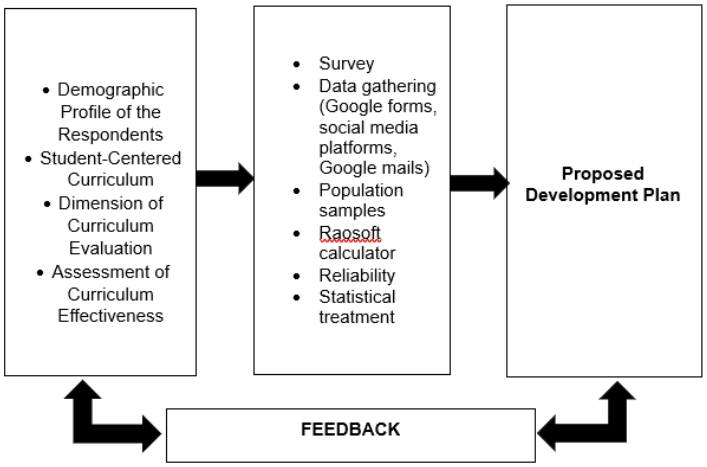

Fig. 1. Conceptual Framework

Input encompasses the demographic profile of the respondents, a student-centered curriculum, dimensions of curriculum evaluation, and an assessment of curriculum effectiveness. The variables outlined are essential components for the input of the survey questionnaire to be conducted by the statistician. The process encompasses the development of survey questionnaires, data collection methods, research tools, and designs. It involves identifying participants for the study, conducting reliability and validity tests to assess data consistency, applying statistical treatments, and addressing ethical considerations. Additionally, it includes privacy statements, funding aspects, and conducting interviews prior to distributing questionnaires to respondents, all while adhering to data privacy laws. The findings

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of the study contributed to the proposed development plan, highlighting the weaknesses identified in the results. The creation process will involve defining key result areas, setting objectives, outlining activities, identifying persons involved, determining the budget, specifying resources needed, allocating the budget, and establishing success indicators for output. Overall, the I-P-O is essential for effectively conducting research, particularly in the context of dissertation writing. The document encompasses formatting guidelines for IMRAD publication, along with additional relevant information concerning graduate school.

Methods

Research Design. The study uses a quantitative methodology to evaluate a student-centered curriculum, analyzing demographic profile, curriculum evaluation dimensions, and assessment effectiveness, primarily using secondary resources.

Population, Samples, and Sampling Techniques. The study surveyed 278 students and teachers in the Bachelor of Science in Interior Design (BSID) program in the National Capital Region for 2024-2025.

Reliability Test. Thirty respondents voluntarily participated in the pre-test run of the reliability and validity analysis, yielding a reliability coefficient of Cronbach Alpha (α) 0.644 student-based curriculum; dimensions of curriculum evaluation 0.726; and curriculum assessment efficacy 0.836.

Research Instrument. The students-based curriculum evaluation was assessed using a 5-point Likert Scale and questionnaires from Danju (2017), Armstrong (2023), and Mehmeti et al. (2024). The effectiveness of the assessment was tailored based on thematic scope.

Data Gathering Procedure. The researcher gathered information on curriculum design from various National Capital Region colleges and universities and distributed a field survey questionnaire to selected respondents, adhering to data privacy laws and confidentiality.

Statistical Treatment. The study used Pearson correlation coefficient to analyze demographic profiles using SPSS version 2.0. Statistical tests included frequency, percentage, mean, standard deviation, Welch's t-test for non-parametric data, and Mann Whitney U-test for differences between variables. Pearson Correlation was used for relationship assessment, while Welch's t-test was used for normal distribution and Mann-Whitney U-test for non-normal distribution.

Ethical Considerations. The researcher adhered to ethical practices in this study, following data privacy laws and ensuring respondent confidentiality. They used a website, a formal visit, a questionnaire with prior approval, and phone calls to ensure data integrity and avoided audio-video presentations or recordings during interviews.

Results and Discussion

The study involved 278 participants, with a majority of females (64.0%) and males (34.2%). The demographic breakdown of participants, with 183 females (65.8%) and 95 males (34.2%), reflects a diverse range of perspectives from both educational roles. The gender distribution of 64.8% females and 34.2% males provides a comprehensive view of experiences, highlighting potential differences in attitudes and perceptions across genders, as shown in Table 1A.

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Table 1B shows a diverse age range among students and teachers, with a majority aged 22-25 (54%). Teachers range from 28 to 56 and above, with the highest percentages in the 32-35 and 36-39 age groups (17.9%). This reveals a dynamic workforce that combines youthful energy with seasoned expertise, enriching the learning environment. The concentration of teachers in these age groups suggests a robust core of professionals, balancing innovative teaching methods with practical classroom wisdom.

Table 1C shows that the majority of students are senior-level (38%), followed by sophomores (27.2%) and freshmen (26.6%). Teachers hold bachelor's degrees (42.9%), master's degrees (28.6%), doctorates (17.9%), and doctoral units (10.7%). This diversity in expertise enriches the learning environment, fostering an atmosphere conducive to student engagement and growth. The diverse qualifications of teachers are key to creating a dynamic educational experience.

Table 1D shows that BSID assessment scores for level of achievement in the school curriculum between students and teachers are most common in interior space plan, interior design, and interior shop drawing (28.6%). Overall, most responses scored 8 (35.6%) or 7 (28.1%), with very few at the extreme low or high ends. This indicates that the majority of both students and teachers feel confident in their skills related to interior design, with a significant concentration of scores around the higher end of the assessment scale. The low representation of extreme scores suggests a consensus on the competency levels within this subject area.

Egyptian interior design preferences are influenced by sociodemographic factors such as gender, age, income, major, and city (El-Zeiny, 2015). Professional training in interior design is crucial for meeting industry standards and job satisfaction (Liu, 2023; Liu et al., 2016, 2013). Education and social position also influence environmental perception, as analyzed by Wilson and Mackenzie (2000).

Table 2. Student-Based Curriculum Evaluation

	A. Students		B. Teachers		C. Overall	
Variables	Mean	SD	Mean	SD	Mean	SD
Curriculum Input	4.38	0.696	4.32	0.476	4.371	0.68
Curriculum Process	4.05	1.241	4.29	0.46	4.072	1.19
Curriculum Context	4.33	0.599	4.36	0.488	4.335	0.59
Curriculum Product	4.82	0.383	4.43	0.504	4.783	0.41
Student-Based Curriculum Evaluation	**4.39**	**0.557**	**4.35**	**0.448**	**4.387**	**0.55**

As shown in Table 2, the study analyzed the student-based curriculum components, with the curriculum product component receiving the highest overall score, indicating strong approval. The curriculum process component had the lowest overall score, suggesting improvement. The curriculum process had the highest standard deviation, indicating variability in responses. Students generally view the curriculum positively, while teachers have a more consistent and slightly less favorable perspective.

The study emphasizes the importance of school materials addressing political topics, histories, and perspectives of different ethnic groups (Gay, 2018); Banks & Banks, 2019; Mpuangan & Ntombela (2024). It suggests that community-based

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knowledge is crucial for creating a welcoming learning environment. Academic institutions are integrating curricula with skill development through business partnerships, virtual reality, and design contests (Yu & Kong, 2024). Role-playing enhances academic performance and self-esteem (Munna & Kalam, 2021). Educators should evaluate educational resources, teaching methods, and cultural responsiveness within the BSID curriculum (Gay, 2018).

Table 3. Dimensions of Curriculum Evaluation.

	A. Students		B. Teachers		C. Overall	
Variables	Mean	SD	Mean	SD	Mean	SD
Effectiveness	4.79	0.46	4.54	0.51	4.77	0.47
Appropriateness	4.24	1.51	4.29	0.46	4.25	0.50
Adequacy	4.18	0.80	4.50	0.51	4.22	0.78
Dimensions of Curriculum Overall	**4.41**	**0.49**	**4.44**	**0.45**	**4.41**	**0.48**

Table 3 below shows that the effectiveness dimension achieved the highest overall score (M=4.77, SD=0.47), indicating significant approval from both students and teachers. The adequacy dimension exhibited the lowest mean score (M=4.22, SD=0.78), suggesting a potential area for improvement. This lower score in the adequacy dimension indicates that there may be concerns regarding the sufficiency or quality of resources and support available, highlighting a need for targeted enhancements in this area.

This study highlights the importance of addressing issues in the educational environment to improve satisfaction and effectiveness. It emphasizes the need for collaboration between educators and students, focusing on collective problem-solving in art and design education (Azizan & Abu Shamsi, 2022). The study also highlights the challenges of student-centered, performance-based strategies in college teaching and learning. It also highlights the need for discipline-specific evaluations and a student-centered approach in higher education, which allows for continuous progress and assessment of students' knowledge and skills (Gemota & Tantoy, 2020; Hosein & Rao, 2017; Atyah et al., 2024).

Table 4. Curriculum Assessment Effectiveness:

	A. Students		B. Teachers		C. Overall	
Variables	Mean	SD	Mean	SD	Mean	SD
Assessment & Evaluation	4.43	0.56	4.39	0.50	4.43	0.55
Learning Output	4.13	1.43	4.36	0.49	4.15	0.44
Learning Resources & Instruments	4.35	0.52	4.39	0.50	4.35	0.51
Curriculum Application	4.09	0.45	4.36	0.49	4.12	0.46
Curriculum Philosophy	4.58	0.53	4.39	0.50	4.56	0.53
Curriculum Assessment Effectiveness	4.31	0.39	4.38	0.40	4.82	0.40

The study found that curricular philosophy received the highest overall score, indicating a positive assessment of the program's ideals (M=4.56, SD=0.53), indicating a highly positive assessment of the program's essential beliefs or ideals, accompanied by significant support from both students and instructors. The curriculum application received the lowest overall score (M=4.12, SD=0.46). However, curriculum application received the lowest score, suggesting potential areas for improvement. Students rated curricular philosophy higher, while educators rated learning outcomes and curriculum application positively (Ai, 2022).

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Table 5. Relationship between Student-Centered Curriculum and Dimensions of Curriculum Evaluation.

Student-Centered Curriculum	Dimensions of Curriculum Evaluation
Students	0.44***
Teachers	0.704***
Overall	0.458***

Table 5 shows the correlations between student-centered curriculum and dimensions of curriculum evaluation, which measure the relationship between how students and teachers perceive the structure and evaluation of the curriculum. The correlation between student-centered curriculum and dimensions of curriculum evaluation for students is 0.44. This is a moderate positive correlation. It means that as students' perceptions of a student-centered curriculum improve, their perceptions of the curriculum's evaluation dimensions also tend to improve. The relationship is statistically significant at $p < .001$, meaning it's very strong and reliable. Similarly, the correlation between student-centered curriculum and dimensions of curriculum evaluation for teachers is 0.704. This is a strong positive correlation. It indicates that teachers who perceive the curriculum as more student-centered are likely to have more positive views about its evaluation dimensions. The relationship is statistically significant at $p < .001$, suggesting that the result is very unlikely to be due to chance. For the overall group (students and teachers combined), the correlation is 0.458, which is also moderately positive. The relationship between SCC and curriculum evaluation dimensions is significant at $p < .001$.

Interior design schools should establish industry linkages to enhance practice-academia collaboration and prepare students for a rapidly changing design context (Keane & Keane, 2002). This comprehensive approach improves education and societal goals, including quality education, gender equality, and sustainable development goals like climate action and clean energy (Kayaduran Mahir & Koca, 2024).

Table 6. Correlation between Student-Centered Curriculum and Curriculum Assessment Effectiveness.

Student-Centered Curriculum	Curriculum Assessment Effectiveness
Students	0.159*
Teachers	0.402*
Overall	0.18**

Table 6 reveals a strong correlation between student-centered curriculum and curriculum assessment success, with a weak positive association. Students who perceive the curriculum as more aligned with their needs are more likely to rate assessments as effective. The correlation coefficient between student-centered curriculum evaluation and teacher curriculum assessment effectiveness is moderately positive, with a significant association for both students and teachers, indicating reliability. The study reveals a slight positive association between student-centered curriculum and successful assessments, suggesting that individuals who perceive a more student-centered curriculum are more likely to believe in the effectiveness of assessments, a trend that requires attention in educational settings. The study confirms Kusmawan et al.'s (2025) findings that teacher involvement in curriculum development leads to improved student learning outcomes and engagement. Individually tailored curricular components enhance teaching effectiveness, resulting in more meaningful learning experiences.

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Table 7. Difference in Demographic Profile.

Table 7. Difference in Demographic Profile.

Variables	Group	Mean	SD	Welch's t	p-value	Mann-Whitney U	p-value
Student-Based Curriculum Evaluation	Students	4.39	0.557	0.474	0.638	3423	0.846
	Teachers	4.35	0.448				
Dimensions of Curriculum	Students	4.41	0.448	-0.377	0.726	3466	0.708
	Teachers	4.44	0.445				
Curriculum Assessment Effectiveness	Students	4.31	0.348	-0.676	0.504	3447	0.892
	Teachers	4.38	0.485				

Table 7 indicates that there is no significant difference in how students and teachers perceive a student-centered curriculum, nor is there a significant variation in their views on the dimensions of the curriculum. The perception of curriculum effectiveness evaluations is largely consistent between students and teachers, showing no significant differences. In conclusion, the analysis indicates that there are no significant differences between students and teachers concerning student-centered curriculum, curriculum dimensions, and the effectiveness of curriculum assessments, as evidenced by both the Welch's t-test and the Mann-Whitney U test.

The study shows that both genders share a similar understanding and assessment of the curriculum, indicating a shared perspective on curriculum effectiveness. Achievement motivation significantly influences design skills and creative performance, while the pursuit of success is crucial for creative expression. Design-based learning shows no gender differences, and student-centered teaching and problem-based learning have a positive correlation with academic success (Çavuş et al., 2021; Oo et al., 2024; Bara & Xhomara, 2020).

The proposed development plan for interior design education aims to provide students with authentic learning experiences (Asojo & Vo, 2021) and skills to balance time, cost, and quality in project management (Mustapha & Noorhani, 2022). This ensures projects align with client expectations, are financially sustainable, and are completed within timeframes. A robust interior design education contributes to the success and sustainability of future projects in a competitive market.

Interior design education focuses on creating functional spaces that balance client desires with practical limitations. Emphasizing financial sustainability and timelines, students are prepared for the industry's realities. This well-rounded education fosters professionals capable of driving success and sustainability, contributing to clients and the community. The program instills essential skills for success, preparing graduates for industry demands and promoting responsible design practices. It empowers a new generation of designers committed to enhancing aesthetics and functionality. The development plan focuses on student-centered learning through interior design resources, interactive spaces, and strategies like flipping the classroom and project-based learning (Petrova, 2020).

Conclusion

The following are the study's main conclusions: Female participants evaluated the accomplishments in interior design at the Bachelor of Science in Interior Design (BSID) and senior levels, whereas educators holding bachelor's and master's degrees favored the assessment of interior shop drawings and materials. The curriculum focused on students garnered the highest overall score, reflecting broad endorsement, whereas the process aspect recorded the lowest overall score, suggesting a range of responses. The effectiveness aspect of the curriculum achieves the highest overall

score, reflecting favorable responses from both students and teachers, whereas the adequacy aspect records the lowest mean score. Students highly rated curriculum philosophy, while teachers rated learning output and application positively, but less enthusiastic about curriculum philosophy. A significant positive relationship exists between the student-centered nature of curriculum evaluation and the perceptions of both teachers and students regarding its dimensions. Teachers exhibit a great5er correlation compared to students. The combined group demonstrates a weak yet significant positive correlation between student-centered curriculum evaluation and the efficacy of curriculum assessment, indicating a slight but tangible connection between the two variables. However, there is no statistically significant differences exist between students and teachers regarding variables related to student-centered curriculum, curriculum dimensions, and the effectiveness of curriculum assessment, as evidenced by both the Welch's t-test and the Mann-Whitney U test. The proposed development plan, which underpins the results of this study, uses a student-centered approach to curriculum evaluation. This approach will encompass various dimensions of assessment and will assess the curriculum's effectiveness in relation to key result areas, objectives, activities, personnel, required resources, budget allocation, and success indicators. This strategy relies on minimizing the overall mean and standard deviation, which supports the development plan implemented by the investigator.

Limitation of the Study

This study examined how university management, faculty members, and students at selected universities in National Capital Region (NCR) in the Philippines offering a Bachelor of Science in Interior Design (BSID) perceive including evaluation into the interior design curriculum and its dimensions. Emphasizing the use of ideas connected to the given design issues, it also assessed the students' outputs in design solutions for spatial constraints.

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