



De La Salle University – Dasmariñas  
GRADUATE PROGRAM

**DE LA SALLE UNIVERSITY – HEALTH SCIENCES CAMPUS**

**COLLEGE OF PHYSICAL THERAPY STUDENT**

**PERFORMANCES IN THE TRADITIONAL**

**AND INTEGRATED CURRICULA**

A Master's Thesis

Presented to

The Faculty of the Graduate School of Education,

Arts and Sciences

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of the Requirements for the Degree

Master of Arts in Education

Major in Educational Management

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**AKLATANG EMILIO AGUINALDO ARCHIVES**

**ABSTRACT**

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**OBJECTIVES OF THE STUDY****General:**

This study aimed to make an analysis of the academic performance and the Physical Therapy Licensure Examination (PTLE) performance of the graduates of the traditional curriculum for school years' 1994-1995 and 1995-1996 and the graduates of the integrated curriculum for school years' 1998-1999 and 1999-2000 of the DLSU-HSC CPT.

**Specific:**

1. How does the Traditional curriculum differ from the Integrated curriculum in terms of:

- 1.1 subject offerings
- 1.2 number of units
- 1.3 subject sequencing
- 1.4 giving of examinations
- 1.5 grading system

2. What is the academic performance of the respondents along the three academic areas namely: Basic Sciences, MES and PT Application in terms of their General Weighted Average (GWA) under the Traditional curriculum and the Integrated curriculum?



3. What is the performance of the respondents along the three areas of the PTLE namely: Basic Sciences, MES and PT Application?

4. Are there significant differences in the academic performance of the respondents along the three academic areas in the Traditional curriculum and in the Integrated curriculum?

5. Are there significant differences in the PTLE performance of the respondents along the three areas in the PTLE?

6. Are there significant differences in the academic performance of the respondents when they are grouped according to type of curriculum?

7. Are there significant differences in the PTLE performances of the respondents when they are grouped according to type of curriculum?

#### **METHODOLOGY:**

The descriptive method of research employing documentary analysis was used in this study.

**MAJOR FINDINGS:**

There are existing differences between the traditional curriculum and the integrated curriculum in terms of subject offerings, number of units, sequencing of subjects, giving of examinations and grading system.

In all the three academic areas of the traditional curriculum, the respondents showed very satisfactory performance. In the area of Basic Sciences, a computed mean of 78.45 was achieved. In the area of MES, a computed mean of 79.32 was reflected in their performance and lastly in the area of PT Application, the respondents from the traditional curriculum obtained a computed mean of 77.83. In the Integrated curriculum, the respondents showed satisfactory academic performance in the same three academic areas. The Basic Sciences area for the respondents belonging to the integrated curriculum showed a computed mean score of 84.09. In the MES area, they achieved a mean of 82.58. Lastly, in the PT Application area, the respondents belonging to the integrated curriculum got a mean score of 81.50.

During the PTLE, the respondents belonging to the Traditional curriculum had unsatisfactory performance in two of the three areas of the PTLE namely Basic Sciences



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and MES. In these two areas, the respondents got mean scores of 72.91 and 72.70, respectively. They however, had satisfactory performance in the PT Application area wherein, they achieved a mean score of 77.45. On the other hand, the respondents belonging to the integrated curriculum had poor performance in all of the three areas of the PTLE namely Basic Sciences, MES and PT Application. The computed mean scores of the respondents are 75.31, 75.02 and 74.75, respectively.

This study also found out that significant differences exist in the academic performance along the three academic areas for both the traditional and integrated curricula. In order to support this statement, in the academic performance of the respondents belonging to the Traditional curriculum, the researcher found out that the computed F - ratio of 9.87 is greater than the tabular F - ratio of 3.01 at .05 level of significance. On the other hand, in the academic performance of the respondents belonging to the integrated curriculum, the researcher found out that the computed F - ratio of 35.85 is greater than the tabular F - ratio of 3.01 at .05 level of significance. However, significant differences in the PTLE performance along the three areas namely Basic Sciences, MES and PT Application only exist in the respondents who belonged to





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the traditional curriculum. This holds true since the researcher was able to find out that in the PTLE performance of the respondents belonging to the traditional curriculum, the computed F - ratio of 37.50 is greater than the tabular F - ratio of 3.01 at .05 level of significance. On the other hand, no significant difference along the three areas was noted in the PTLE performance of the respondents who belonged to the integrated curriculum. Since the researcher found out that in their PTLE performance, a computed F - ratio of 0.47 is less than the tabular F - ratio of 3.01 at .05 level of significance.

Finally, this study found out that academic performance significantly differed according to curriculum type. This can be proven since the computed t - ratio of -13.31 is higher than the tabular t - ratio of 1.645 at .05 level of significance. However, it was also proven that no significant differences exist in the PTLE performance when the respondents are grouped according to type of curriculum where they belong. This remains true since a computed t - ratio of -1.164 is less than the tabular t - ratio of 1.645 at .05 level of significance.

**CONCLUSIONS:**

1. The traditional curriculum differ from the integrated curriculum in terms of subject offerings, number of units, subject sequencing, giving of examinations and grading system.
2. Graduates of the traditional curriculum had very satisfactory academic performance as compared to the graduates of the integrated curriculum who had satisfactory academic performance.
3. The graduates of the traditional curriculum had unsatisfactory performance in two of the three areas of the PTLE namely Basic Sciences and MES while having satisfactory performance in the PT Application area. The graduates of the integrated curriculum on the other hand, had poor performance in all three areas of the PTLE.
4. Significant differences exist in the academic performance along the three academic areas for both the traditional and the integrated curricula.
5. Significant differences exist in the PTLE performance along the three areas of the graduates of the traditional curriculum but no significant differences exist in the PTLE performance along the three areas of the graduates of the integrated curriculum.





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6. The type of curriculum is related to the academic performance of the respondents since the graduates trained under the traditional and integrated curriculum perform differently in their academics.

7. The type of curriculum is not related to the PTLE performance of the respondents since graduates perform similarly whether trained under the traditional curriculum or integrated curriculum.

#### **RECOMMENDATIONS:**

1. The administrators, together with the entire faculty and staff of the De La Salle University - Health Sciences Campus College of Physical Therapy (DLSU-HSC CPT) should give more emphasis on improving the educational foundation of their students especially in the three academic areas of Basic Sciences, MES and PT Application in order to gain improvement in the national licensure examination performance. This can be realized through careful evaluation of the differences between the two curricula and applying the better policies as to subject sequencing, number of academic units, giving of examinations, subject offerings and grading system.



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2. Based on the findings of this study, school administrators of the DLSU-HSC CPT should further learn the need to update its colleges' curriculum from time to time. Although graduates belonging to the Traditional and Integrated curricula had very satisfactory and satisfactory academic performances respectively, the administration and the faculty should take into consideration that their students should achieve a better academic rating in the future to promote further development in every student's educational advancement.

3. Faculty of the College of Physical Therapy may use the results of this study in providing conditions favorable to the teaching-learning aspects, improving and upgrading competencies, guiding student performance in the PT Proper and Internship Program and in assessing student performance carefully, specifically on assigning grades to students. This can be done through faculty development programs, regular faculty and administrative evaluation, seminars and workshops that have topics related to education and PT alike. Such activities may result to better PTLE performance in the future, thus resulting to a more ideal PTLE rating.



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4. Students should learn to develop perseverance and better study habits in order to cope up with the rigors of educational training under the College of PT thus, attaining better academic standings and achieving greater chances of passing the national licensure examination. These may also help limit the existence of differences in the academic performance of students in whatever curriculum is being implemented by the college.

5. The graduates of the College of PT should be motivated by the college's administrators and faculty and their own families to conduct self-reviews and participate in study groups in order for them to become prepared in taking the national licensure examination. Such activities may seemingly limit the existence of significant differences in the graduates' PTLE performance.

6. Since the study found out that the type of curriculum is related to the academic performance of the respondents, administrators and faculty alike, should further realize the importance of implementing correctly a college's curriculum. They should be knowledgeable in determining the possible strengths and weaknesses of the two implemented curricula in order to come up with the best suitable curriculum for their graduates.

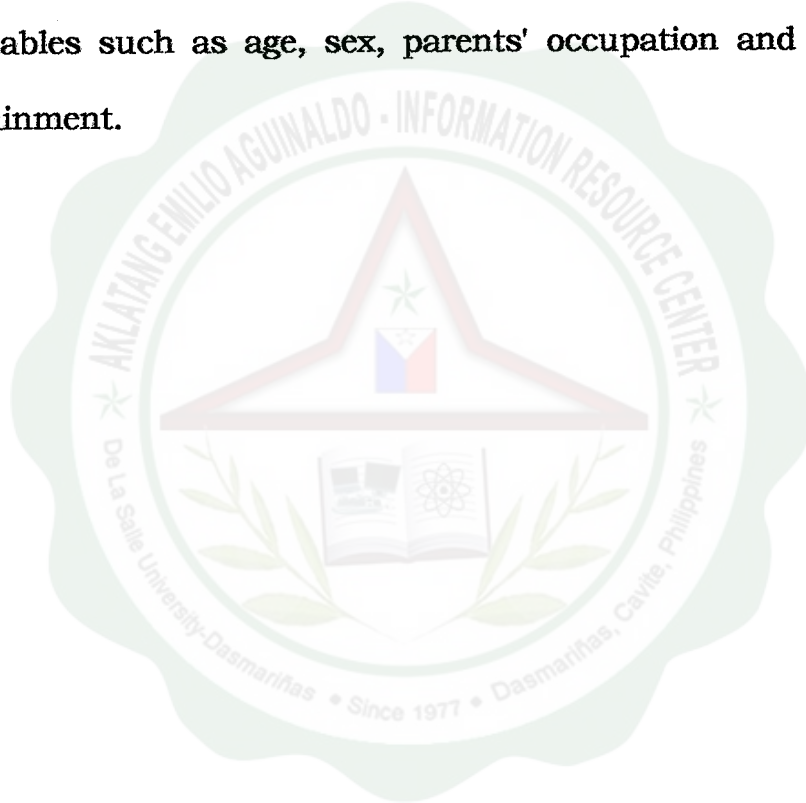


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7. Similar researches may be made regarding the predictive validity of the GWA and PTLE scores in order to validate the generality of the findings of these data.

8. Other studies may be undertaken to enrich the present findings, which may be on the correlation of non-intellectual variables such as age, sex, parents' occupation and educational attainment.





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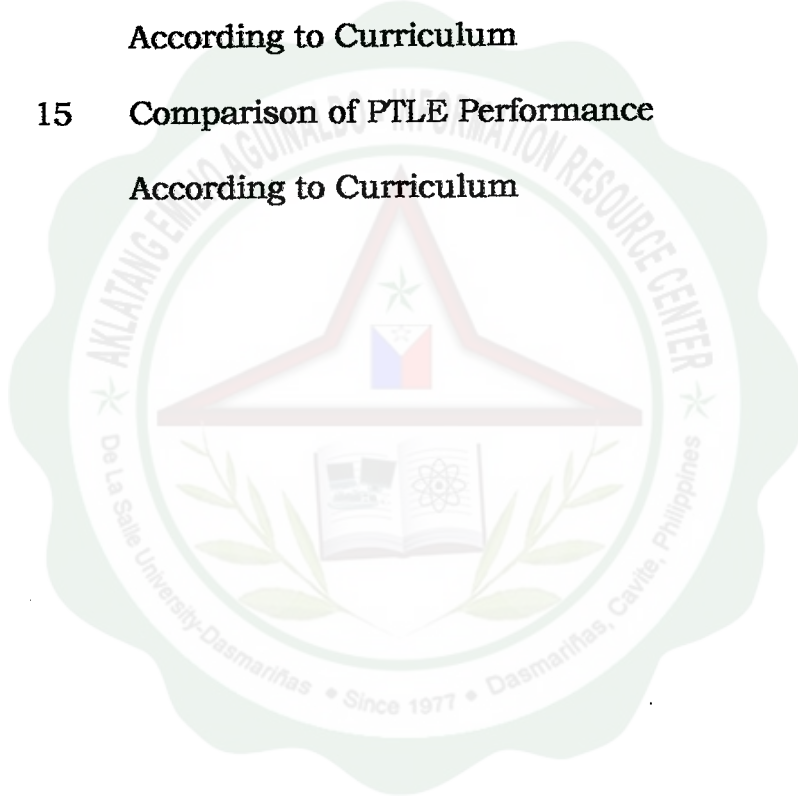
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