ABSTRACT

Name of Institution: De La Salle University – Dasmaríñas
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Title: The Governance and Curricular Structure of De La Salle University Health Sciences Campus College of Physical Therapy and Their Relationship to the Employment Status of Graduates
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OBJECTIVES OF THE STUDY:

General:

Analyze the relationship between the governance and curricular structure of DLSU-HSC-CPT to the employment status of its graduates.
Specific:

To analyze the governance of the DLSU-HSC-CPT in terms of organizational structure, functions / responsibilities and management strategies.

1. Determine and analyze the curricular structure of DLSU-HSC-CPT in terms of curriculum (objectives, content, and teaching methodologies), faculty (academic qualifications, years of teaching experience and performance evaluation rating), school plant and budget allocation as well as the performance rating of DLSU-HSC-CPT in the licensure examinations.

2. Determine and analyze the employment status of the graduates of DLSU-HSC-CPT locally and internationally in terms of employment and unemployment.

3. Determine the relationship between the governance and curricular structure of DLSU-HSC-CPT to the employment status of its graduates.

FINDINGS:

The CPT is composed of employees divided into administrative, teaching and non-teaching sectors. Each member of the college has his/her own definite functions to perform. The administrators of the CPT employed a participatory type of management. The administrator, faculty, and student respondents “somewhat agree” on the quality of CPT governance while the parent-
respondents “strongly disagree” to it. Overall, it revealed that they “somewhat agree” on the quality and effectiveness of CPT governance.

The college generally aims to produce competent physical therapists who are responsive to the rehabilitation needs of the community. Findings reveal that there is sequence and integration in the courses of the program except only for the Rizal course. The faculty is utilizing teaching methodologies and procedures that are suited to the abilities of the students consistent with the academic standards of the university.

Fourteen of the 26 faculty have some units in the master’s program, 11 are college graduates, and only 1 has fully obtained a master’s degree. None actually has obtained a doctorate degree. Eight have a teaching experience of 6 months to a year, 3 have more than 1 to 2 years, 6 have more than 2 to 3 years, 2 have more than 3 to 4 years, 5 have more than 4 to 5 years, 5 had more than 5 to 6 years and none had more than six years of teaching experience. Fifteen out of 26 have a “very satisfactory” student performance rating, 10 have a “satisfactory” and 1 had an “outstanding” rating.

The school is composed of four main buildings. The CPT is located in the third floor of the academic building. The college is complying with the standard allowable room size per section. The
number of classrooms is sufficient to accommodate the present student population as well as the projected enrolment in the succeeding years. It may seem that the school is kept in good condition and pleasing appearance. Classroom's conduciveness for learning is kept through air-conditioned set-up. Corridors measure between 3 – 4 meters in width, which may seem adequate enough to accommodate the flow of traffic. There are two libraries available for use. There are modern facilities for the students in different subject areas for the PT proper.

The college has an income of 18,439,352.79 pesos and a total expense of 13,281,248.90 pesos with a cash flow before debt of 5,158,103,89 pesos and deduct of 880,119.32 pesos which leaves the college a net cash flow of 4,277,984.57 pesos. Line item budgeting is utilized. The college has funds allotted for instruction, faculty and staff development, and for maintenance of physical facilities. No funding was allotted for research.

The school did not achieve a passing rate of 75% in licensure examinations in the last five years, however, there existed a higher percentage of passing students compared to the national passing rate. Significantly, the CPT placed twice as 5th placer in the CPT board exams from August 1995 to February 2000.
The respondents “somewhat agree” in the quality, effectiveness, and responsiveness of the CPT curricular structure. It may seem that weak area is budget allocation.

Two hundred twenty-one out of 313 of the alumni respondents are currently situated locally and 92 internationally. Two hundred thirty-eight are employed while 75 are unemployed. Furthermore, findings revealed that 175 out of 238 are still employed in PT related occupations, and 63 are employed in Non-PT related occupation. Sixty-four out of 75 are totally jobless and 27 are enrolled as students. The respondents “strongly disagree” on the employment status of the graduates.

There is significant correlation as revealed by the computed $z$-value of 7.52 for governance and 7.72 for curricular structure in relation to the employment status of graduates. This means that the more effective the governance and curricular structure is, the more externally productive and functional are the graduates. However, although the respondents “somewhat agree” on the quality of CPT governance and curricular structure it produced an outcome of employment status which they “strongly disagree” of.

CONCLUSIONS

It was concluded that the CPT is composed of the Administrative, Teaching, and Non-Teaching sectors. Each member of
the college has their own definite functions / responsibilities. The faculty and student manuals reveal that the college utilizes participatory type of management academically and administratively. Administrators, faculty, students, and parent-respondents somewhat agree in the quality and effectiveness of CPT governance.

DLSU-HSC-CPT students lacks training on the affective domain. The CPT curriculum is integrated and logical except only for the course Rizal. The courses taken are congested but necessary and unavoidable. The faculty of the CPT considers the principles of effective methods of teaching. Majority of the faculty members had master's units, only one earned a master's degree, and none had a doctorate degree. Majority of them had less than a year of teaching experience. None exceeded six years of teaching. Majority had a "very satisfactory" student performance evaluation rating. DLSU-HSC-CPT is complying with the PACUCOA requirements regarding physical plant and facilities. The College has sufficient budget to sustain the entire school year of 2000 - 2001. However, there is no budget for research. There is a need to improve the performance of the graduates in the licensure examinations. The respondents somewhat agree on the quality, effectiveness, and relevance and responsiveness of the CPT curricular structure. School plant is the strongest area.
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There exists an inverse proportionality in both the location of the alumni locally and internationally as well as their employment and unemployment status. The respondents somewhat agree on the quality and effectiveness of the employment status of the graduates.

There exists significant association between governance and curricular structure of DLSU-HSC-CPT to the employment status of its graduates. However, other environmental factors are greatly affecting the productivity of graduates particularly the market demand for the profession.

Recommendations:

Regarding Governance of CPT:

1. Enhancement of the organizational structure;

2. Reconsideration and thorough review of functions and responsibilities of members;

3. Clarification of the organizational structure and close monitoring of the effectiveness of performance of the organizational sectors;

4. Enhancement of the participatory management strategy;

5. Upgrading of the planning and deliberation processes in decision-making;

6. Improvement of communication between administrators and subordinates;
7. Encouragement of the participation of each member in problem-solving of the college.

Regarding the Curricular structure:

**Curriculum**

8. Improvement in the affective domain of the curriculum objectives;

9. Rescheduling of the Rizal course;

10. Restructuring of the CPT curriculum through:

   10.1.) Ladderization of the CPT curriculum,

   10.2.) Introduction of an Associate in Physical Therapy or Certificate Program in PT,

   10.3.) Restructuring the CPT curriculum to a four-year course prerequisite to preparatory medicine,

   10.4) Pioneering a special education.

11. Strengthening of the review classes for the board examinations through:

   11.1.) Fostering the awareness of the administration and faculty in the performances of students in the revalida;

   11.2.) Introduction of learning resource materials.

12. Improvement in the quality of teaching from satisfactory to outstanding levels through:
12.1.) Continuous monitoring and objectivity in the evaluation of the performance of the faculty;

12.2.) Seminars and workshops given to non-education graduate instructors on the collegiate level.

Faculty:

13. Motivate faculty members to pursue graduate studies;

14. Implementation of definite and upgraded criteria for hiring faculty members;

15. Enhancement of the reward system and positive reinforcements through:

15.1.) Improvement of the faculty development program;

15.2.) Scholarship grants.

School Plant:

16. Maintenance of the facilities to keep its functionality;

17. Monitoring of the borrower’s compliance to the guidelines.

Budget Allocation:

18. Allotment of budget for research;

19. A thorough study on the budget projection of the college.

Employment Status of Graduates:

20. Establishment of linkages for the improvement of the curriculum by the administration;
21. Restructuring of the Community Based Rehabilitation Program;

22. Reactivation of the Physical Therapy Alumni Association

through:

22.1) Creation of projects to increase job placements for other graduates;

22.2) Holding of regular meetings;

22.3) Strong access to DLSU – Main and DLSU – Dasmarias Alumni Office for other job linkages;

22.4) Governance of a strong leader in the Alumni Association;

23. Improvement of the parents’ orientation to the school;

24. Further studies on governance, curricular structure, and employment status of graduates especially the other variable not explored by this study should be investigated.