

# The State of Philippine Business Education

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*In a nationwide survey of business firms and schools offering business programs, it was found among other things that: business education programs are geared towards producing specialists in specific fields especially accounting, business administration, banking and finance; the faculty of business schools are underpaid considering their qualifications and job effort; there has been an increasing student enrolment in the masteral and doctoral programs although the bulk of students are still in the undergraduate degree programs; and traditional teaching facilities like the use of blackboards and visual aids still predominate. The study also cited that business schools draw their major strengths from highly qualified, trained and experienced faculty, students who are attuned to local business conditions, and reasonable tuition fees. Identified as top five weaknesses, on the other hand, were inefficient professors, loose admission standards, theoretical method of instruction, lack of English proficiency of students, and schools unable to tap the business sector as partners in training students. Some recommendations are made: (1) strengthen and establish linkages between and among business schools and business organizations, (2) emphasize entrepreneurship and small business development and, (3) establish a technical panel for business education at the MECS to rationalize and improve Philippine business education.*

This study focused on the following areas: curriculum, faculty and students, teaching methodologies, teaching materials, teaching facilities and support from business firms. In order to identify the state of business education in the Philippines, a nationwide survey of business schools and firms was conducted. Based on an analysis of the state of Philippine business education, the study proposes certain recommendations to improve its current condition.

## Methodology

The research study made use of both primary and secondary data. For its primary data, universities, colleges and schools offering business programs and corporate firms were surveyed through the use of questionnaires. A total of 136 questionnaires were sent to member schools listed in the Philippine Association of Colleges and Schools of Business (PACSB) publication. The

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retrieval rate was 16.91 percent. There were 10 respondents from Metro Manila and 13 from the provinces.

A nationwide survey of business firms using questionnaires was also made to elicit their perceptions regarding the performance and effectiveness of schools in their area. A total of 100 firms were selected from the list of *Business Day's* "Top 1000 Corporations." Of these, 29 responded.

The study also made use of researches, theses and other written materials on Philippine business education from the Ministry of Education, Culture and Sports (MECS), the libraries of selected business schools in Metro Manila and institutions and associations of business schools like PACSB and Fund for Assistance to Private Education (FAPE).

### History of the Philippine Business Education<sup>1</sup>

During the pioneer years of the development of business education, basic accounting and bookkeeping were among the courses offered. The short term course offered then included stenography and typewriting as its area of specialization. The kind of business education that was first introduced was the vocational type — for immediate employment and not for a career. Graduates of these courses were expected to fill up clerical, not executive positions.

The pioneers in the teaching of commerce or business administration courses include Jose Rizal College (JRC), University of the Philippines (UP), University of Santo Tomas (UST), De La Salle University (DLSU), Arellano University (AU) and the Far Eastern University (FEU). In the provinces, among the institutions which organized collegiate business courses were Silliman University, University of Southern Philippines, University of Visayas, and the University of San Carlos.

The growth of business education is closely identified with the development of private business schools. Of the 392 colleges and universities offering business education in school year 1978-1979, 20 (5.1%) were public and 372 (94.9%) were private.<sup>2</sup> The increasing number of students encouraged the private institutions to invest in the establishment of business schools because of its promising viability. This further triggered an increase in enrolment which meant the popularity of business education could be traced to the Americans who introduced and promoted business education as a lucrative and prestigious profession. The economic development of the country which transformed it from a solely agricultural to an agro-industrial type resulted in new occupational patterns, changing needs of society, and the corresponding business opportunities that contributed to the growth of business education.

## Findings and Analyses

### *Curriculum*

*Main Objectives of Institution's Program.* Around 57 percent of the respondents answered that the main objective of their institution's business program is to produce specialists in specific fields. In addition to this main objective, 39 percent of the respondents answered that their institution's business program also aims to produce generalists and entrepreneurs. Twenty-two percent of the respondents stated other objectives not included in the questionnaire, i.e., to produce Christian businessmen and women who would serve a purpose in society.

Corollary to this, a study undertaken by the PACSB in 1978 listed the more commonly defined objectives as:

1. To prepare the students to face the challenges of the business world by giving them a well-rounded education on business;
2. To train and produce competent professionals who will serve as leaders in the business community and are willing participants in the socio-economic development of the country;
3. To provide general education and training for executive leadership and administrative and career positions in government/business/industry; and
4. To emphasize the entrepreneurial goal.<sup>3</sup>

The objectives have not changed over the years, although the survey results seem to indicate a preference for producing specialists in specific fields. A significant number of schools have incorporated the entrepreneurship goal in their objectives.

*Degree Programs.* Two schools out of 23 offer the PhD program in contrast to the PACSB study where it was found to be offered in only one out of 72 schools.<sup>4</sup> One school is located in Metro Manila and the other is in Luzon. Fourteen or 60 percent of the schools offer masteral programs with 9 having a Master in Business Administration; 4 having a Master in Management; and 1 a Master in Business Technology. In the PACSB study, 40 percent offered a masteral program, 29 in Metro Manila, 11 in the Visayas and 5 each in Luzon and Mindanao; while in this study, of the 10 GMA respondents, only 1 offered a masteral program and 8 of the 13 provincial respondents had this offering. All the schools, just like in the previous study, had the bachelor's program. The major fields of study were distributed as follows:

**Table 1. Major Fields of Study (1983)**

<i>Field</i>	<i>No. of Schools</i>	<i>Percentage</i>
Accounting	19	25.3
Management	15	20.0
Banking and Finance	14	18.7
Marketing	10	13.3
Economics	9	12.0
Business Administration	4	5.3
Secretarial Science/Administration	3	4.0
Public Relations	1	1.3

The PACSB study on the other hand had this distribution:

**Table 2. Major and Minor Fields of Specialization (1978)**

<i>Field</i>	<i>No. of schools offering as major or minor field</i>	<i>Percentage</i>
Accounting	67	26.5
Business Administration	50	19.8
Banking and Finance	43	17.0
Economics/Business Economics	36	14.2
Marketing Management	27	10.7
Financial Inst. Management	16	6.3
Personnel Management/ Industrial Relations	6	2.4
Cooperatives	5	2.0
Tourism	1	0.4
Small Industry Management	1	0.4
Entrepreneurship	1	0.4

These results reflect the trend of offering higher level programs, like PhD and Masters. It also indicates that Accountancy, Banking and Finance and Marketing are still on the top. The changes from Business Administration to Management can be perceived only as a change in nomenclature rather than in the substantive content.

*Planning Educational Program and Teaching Emphasis.* Ninety-six percent of the respondents answered that their main objective in planning their educational program is the preparation for a lifetime career but puts the emphasis on imparting knowledge of subject matter in a particular area of business like accounting, marketing and finance. In teaching students, 82 percent place their emphasis on the need to develop the "basic skills" necessary for a responsible career in business. Seventy percent emphasized the need to develop the ability to analyze and solve problems.

*Percentage Distribution of Subjects in Business Degree.* In both the undergraduate and graduate programs, the distribution was as follows:

**Table 3. Percentage Distribution of Subjects in the Business Program**

<i>Programs/Schools</i>	<i>General Education</i>	<i>Functional Areas</i>	<i>General Management</i>	<i>Total</i>
<b>I. Undergraduate School</b>				
1	35	35	30	100%
2	43	50	7	
3	67	33	Included in Gen. Ed.	
4	30	40	30	
5	48	26	26	
6	30	35	35	
7	43	47	10	
8	42	29	29	
9	35	45	30	
10	30	55	15	
11	44	55	1	
12	39	47	14	
13	54	25	21	
14	30	35	35	
15	42.69	31.38	25.93	
16	43	45	12	
17	30	40	30	
18	30	20	50	
19	42.5	22.5	35	
<b>II. Graduate School</b>				
1	0	50	50	100%
2	0	0	100	
3	43	57		
4	25	58	17	
5	35	25	40	
6	5	75	20	
7	0	60	40	
8	25	50	25	

It is worthy to note that half of the graduate programs still had a significant portion of general education subjects.

*Overall Evaluation.* The business firms surveyed considered the curriculum as one of the five top strengths of Philippine business schools. They said that the curriculum is comparable to the best in the world and is responsive to the needs of the business sector. On the other hand, the PACSB study noted that commerce and business programs all over the country are heavily concentrated on four-year degree programs and that the sector has not given much attention to developing reputable non-degree programs.<sup>5</sup> Another study showed "that the business and education curriculum of colleges and uni-

versities conformed with the minimum requirements of the MECS. The strength and emphasis in the course content are dependent upon the individual institution's set of goals and objectives, philosophy and priority programs. The curriculum consists of two parts — the general education and the professional courses, which undergraduate students in business education are exposed to, are very theoretical in nature and scope.<sup>6</sup>

### *Faculty and Students*

*Faculty.* There are 698 faculty members in the undergraduate programs of 19 business schools covered in the study. Of this, 484 faculty members or 69 percent are only in the BS/AB program, 201 faculty members or 29 percent are also in the MBA/MS program, and 13 faculty members or 2 percent are also in the PhD/DBA program.

There are 58 faculty members in the graduate programs of 7 business schools covered in the study of which 7 faculty members or 12 percent are also in BS/AB program, 38 faculty members or 66 percent are only in the MBA/MS program, and 13 faculty members or 22 percent are also in the PhD/DBA programs. Of the 1,040 faculty members in 19 business schools covered in the study, 740 or 71 percent are BS/AB degree holders; 277 or 26 percent are MBA/MS/LIB degree holders and 23 or 2 percent are PhD/DBA degree holders. In the PACSB study, 1.6 percent are PhD/DBA degree holders; 21.7 percent are masteral degree holders and the rest (76.7 percent) are bachelor degree holders.<sup>7</sup> In terms of the school where their degrees were obtained, a total number of 1,015 faculty members responded. Of this, 801 have the BS/AB degree; 194 have the doctoral degree. Out of the 801 bachelor's degree holders, 277 or 28 percent obtained their degrees from the respondents' own school; 426 or 53 percent obtained their degrees from business schools in Metro Manila; 141 or 18 percent from other regions and 7 or 0.9 percent from abroad. Out of 194 masteral degree holders, 10 or 5 percent obtained their degrees from their own school; 140 or 72 percent from other business schools in Metro Manila; 39 or 2.09 percent from other regions and 3 or 1.5 percent from abroad. Finally, out of the doctoral degree holders, 4 or 30 percent obtained their degrees from their own school; 11 or 55 percent from other business schools in Metro Manila; 2 or 10 percent from other regions and 3 or 15 percent from abroad. In summary, 241 or 23.7 percent obtained their degrees from their own school, 577 or 57 percent from other business schools in Metro Manila, 182 or 18 percent from other business schools in the region and 13 or 12 percent from abroad. The fact that a majority obtained their degrees from other business schools is good because it allows a school to guard against "in-breeding."

Twenty-one schools indicated the number of full-time and part-time faculty to be 569 and 583 respectively. This 49 percent and 51 percent are similar to the figures obtained in the PACSB study.

On a monthly basis, the salary of a full-time faculty member ranges from a minimum of ₱600 to as high as ₱6,000. This is a marked improvement over the ₱350 to ₱1,250 range in the PACSB study. The same trend is seen in the hourly rate where the previous range of ₱6.00 to ₱12 has increased to ₱8.50 to ₱35.

In the undergraduate program, 18 business schools responded that their average faculty member devotes 60 to 100 percent of their time teaching, 1 to 30 percent to research and the rest to extension services. One business school noted that its average faculty member devoted 15 percent of his time to teaching and the rest to extension services.

In the graduate program, 4 business schools say that 50 to 86 percent of the time, the average faculty member teaches, 7 to 25 percent of this time, he devotes to research and the rest, to extension services.

From the foregoing, it is seen that the business schools are still very far behind in complying with the MECS requirement that college instructors should be master's degree holders. There is a balance between full-time and part-time faculty. While it is expected that the part-time faculty member can introduce more relevance into the classroom by exposing students to true-to-life business situations and practices, observation and interviews of some full-time faculty members indicate engagement in consultancy practice also allows them to be more relevant. The improvement in the monthly and hourly compensation rates do not really reflect "real" increases as the rate of inflation has also gone up. The business faculty like their colleagues in other fields are still underpaid relative to their qualifications and responsibilities.

*Students/Graduates.* There are 53,751 undergraduate students in the 22 business schools covered by the survey. Twenty-seven thousand two hundred or 51 percent are in accounting; 5,922 or 11 percent are in finance; 2,774 or 5 percent in marketing; 1,018 or 2 percent in personnel; 3,413 or 6 percent in management; and 25 percent in other fields like business administration, secretarial administration and economics. The concentration in accounting seems consistent with job market opportunities as borne out by the survey results of business firms on the kind of undergraduate business graduates they prefer to hire. Of the top three preferences, accounting graduates were number one, followed by management and then by finance and marketing. In the graduate program, there are 953 students in 7 business schools included in the study. Twenty percent are in accounting; 8 percent in marketing and the rest in other fields. In the doctoral program, there are 29 students in the 2 business schools. Twenty-eight or 96 percent is taking up accounting. One is in the DBA program.

Of the 11,015 graduates last school year in the 23 business schools included in the study, 182 (2 percent) graduated with honors. In the graduate

program, there are 53 graduates from business schools and two graduated from the doctoral program. In the undergraduate program, 43 percent of the respondents indicated that their graduates find employment six months after graduation; 24 percent within one year; 5 percent within 2 years and 38 percent indicated that they had no way of knowing.

It would be interesting to note the preferences of business firms in hiring graduates of business schools. In hiring a new BS graduate, the respondents place the scholastic record as their priority followed by personality and intelligence. Fourth was the school graduated from, and extra-curricular activities and family background were the last.

In hiring MBA graduate, work experience was the top priority, followed by intelligence, personality, academic record and school graduated from. Extra-curricular activities and faculty background were way down in the list. Preference is also indicated for MBA graduates with undergraduate degrees in accounting, then in engineering and marketing, followed by those in finance. In the bottom of the list are those with fine arts/humanities and other social sciences undergraduate degrees. It is encouraging to note, assuming everything else equal, that 69 percent of the business firms would prefer to hire a graduate of a Philippine business school, 24 percent a graduate of a United States school and 3 percent a graduate from a European school.

The preference is not surprising considering that business firms listed both the faculty and the students as two of the strengths of the Philippine business schools. They noted that the faculty members are equipped with good academic credentials and intensive experience in the local business setting. The students were considered serious and most deserving of admission to the business organization.

### *Instruction*

*Admission.* Following the national policy, all the schools require NCEE for admission. Seventy-four percent base admissions on high school grades. Forty-nine percent conduct their own examination and interview. A significant number (22 percent) also consider the grades in the first two years of general education.

In the graduate program, nine business schools or 100 percent of the respondents offering graduate programs require the interview results. Seventy-eight percent look at college grades; 56 percent conduct examinations; 67 percent base admission on job/work experience; 22 percent on recommendation of superior and 11 percent on a 1.5 weight point average of the 18 units taken in graduate studies in the first year.

*Teaching Materials.* As indicated in the following table, the business schools in their undergraduate program utilized books (54 percent), cases (20.4 percent), teaching notes (18.2 percent) and articles (7.3 percent).

In the graduate program, the seven schools which responded had 56.4 percent utilizing cases; 25 percent, books; 8.8 percent, articles; and 9.7 percent, teaching notes. However, if one classified the responses according to region, the schools outside of Metro Manila registered a higher percentage of book utilization. This could indicate either a lack of familiarity with the use of cases or the absence of case materials in the region.

As to authorship, 56 percent of the cases are by Filipinos and 44 percent by foreigners. Fifty-five percent of the books used are written by foreigners and 43 percent are by Filipinos. Fifty-three percent of the articles are written by Filipinos while 46.9 percent are by foreigners. It is sad to note that the percentages in the textbook authorship are not far from the 43 percent Filipino and 57 percent foreigners indicated in the PACSB study.

It would seem that there is a great need to encourage the Filipino faculty not only to write books but also cases and articles.

*Teaching Methodologies.* In the undergraduate program, lecture-discussion (49.7 percent) is the main approach used in handling class services while in the graduate program, it is case discussions (56.1 percent) as seen in Table 4 below:

Table 4. Teaching Methodologies

<i>Method</i>	<i>Undergraduate</i>	<i>Graduate</i>
Straight Lecture	19.1	9.4
Lecture/Discussion	49.7	23.3
Case Discussions	19.7	56.1
Games	3.0	4.0
Others (reports, role-playing)	8.5	7.2
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

These approaches should be taken in the context that of the schools covered in the study, the average class size ranges from 35 to 50 in the undergraduate program, 6 to 25 in the graduate program and 5 to 15 in the doctoral program. Thus, the class size lends itself to approaches other than just straight lecture or lecture/discussion which are usually associated with large class sizes. It is worthy to note that the business firms pinpointed the methods of instruction, which they considered very theoretical, as one of the

weaknesses of the business school. The survey results do not bear this out and this is obviously an area worthy of further study. It is possible that the respondents from the business firms are basing their answers on the type of instruction they underwent during their own school days.

The top three major assignments given to students in the undergraduate program consist of written case analysis, oral report on readings and term paper. Other assignments are oral case analysis, industry studies, research paper, library reading, problem solving and reaction report. In the graduate program, the top four are case analysis, term paper, group report and individual reports. The others are case writing, industry studies, field trips, reaction and book review.

The grades of the students are based on exams (39.5%), class recitation (27.5%), quizzes (16.2%), term papers (7.7%), attendance (6.7%) and others, practicum, homework, etc. (2.4%).

*Teaching Facilities.* The top standard teaching equipment available in the business school is the blackboard, followed by various types of projectors (overhead, slide and movie), videotape facilities and others, which include computer, visual aids, and cassette tapes.

In the library, 83 percent of the books are written by foreign authors and 17 percent by Filipinos; 58 percent of the periodicals are foreign and 42 percent, Filipino; and 11 percent of the newspaper are foreign while 89 percent are local papers.

### *Support of Business Firms*

The quality and relevance of an educational program may be seen by the ability of the institution offering it to draw the support of organizations that utilize its graduates. In line with this thinking, schools and business firms were queried on the support of business firms to the schools.

Forty-five percent of the respondent schools answered that business firms in their area do not give support to their schools. However, 55 percent say that business firms give them support. Of the 55 percent, 8 or 67 percent said that student scholarship are given; 2 or 25 percent said that support was in the form of school equipment and 5 or 63 percent specified others — accommodation given to students in their offices for practicum subjects, job placements for their graduates, support for school, sponsored activities for charitable purposes, membership in advisory councils, donations in cash or in kind upon request by school or student organization.

When firms were asked if the company supports any business school, 33 percent answered no and 67 percent, yes. Of those that answered yes, 7 or

39 percent answered that the support was in the form of student scholarship, 4 or 22 percent said professorial chair, and 1 or 6 percent in the form of equipment and other teaching facilities. Another 6 percent specified others: providing speakers to talk on career with the company and advisory function in the school.

Those that answered no cited the following reasons for not supporting business schools: 78 percent said it was due to the company's (poor) financial position; 57 percent said that business schools have not approached the company; 29 percent said business schools have enough funds; and another 29 percent said it is none of the company's business.

Fifty-seven percent specified other reasons why their firm does not support a business school. These include: corporate constraints; the company supports employees taking higher education in business schools; scholarships are limited to those courses directly related to their operations; one had not had serious thought on this and the other asked: "Which one would we support and why?"

This is an indication that the majority of business firms support business schools mostly through traditional ways—scholarships and equipment. It may be worth encouraging the increase in other support measures like professorial chairs which would augment low faculty salaries and could go a long way in building a strong business faculty. It is also significant that fifty-seven percent of the firms which indicated they are not supporting any business school simply because they were not asked. It seems that business schools have to be alerted to the need and the opportunity of aggressively soliciting support from business firms.

### *Overall Evaluation*

To acquire a comparative view of the business firm and the business school on the state of Philippine business education, both were asked to make an assessment. Thirty-nine percent of the business firms said that the quality of Philippine business education is satisfactory. Twenty-nine percent rate it as very good and another twenty-nine percent rate it as good, and 1 firm or 4 percent of the respondents rated the quality as bad.

When asked if the quality of the graduates of Philippine business schools is adequate to meet the demands of the company, 86 percent answered yes and the rest, no. Those who answered yes said that graduates of Philippine business schools know the needs and problems of Philippine business companies better than those who graduated abroad. Most of the graduates are skilled in analyzing, resolving operations, and in developing strategies. The employees they have at present who graduated from Philippine business schools are intelligent, honest, hardworking and efficient.

Those who answered "no" reasoned that the majority of the graduates of Philippine business schools do not seem to possess basic communication skills whether oral or written. The quality of instruction might also be inadequate. One firm said that most of the graduates do not have a credible grasp of actual business principles; 90 percent still have to be trained by the company to learn the trade.

For the business firms, the five top strengths of Philippine business schools are:

1. Highly qualified, trained and experienced faculty
2. Curriculum is comparable to the best in the world
3. Presence of really serious students
4. Attuned to local business conditions
5. Tuition fee is within reach of most students.

The top weaknesses of Philippine business schools as seen by business firms are:

1. Inefficient lecturers and professors
2. Admission standards are loose
3. Method of instruction is very theoretical
4. Graduate lack proficiency in English; students come to class unprepared
5. Schools are not able to tap business firms as partners in training students, thus the lack in actual business exposures.

The schools, on the other hand, indicated the following as areas needing improvement in Philippine business schools:

1. Faculty development programs
2. Teaching materials and methods
3. Actual training exposure of students
4. Government and foreign support and subsidies to facilities
5. Curriculum relevant to the actual field of business.

The suggested steps to improve the Philippine business education include the revision of the existing curricula of the private sector to make them responsive to the requirements of business and industry. It was pointed out that most schools in the country including those in the regions have a big business orientation which may not be relevant to the countryside. Such an orientation leads to an attraction to white collar jobs in the urban centers. Mention was made of small- and medium-scale and entrepreneurship orientation to spur rural enterprise development. Other steps identified were more funding sources, more grants, more opportunities and linkages with local and foreign schools and business firms, and pay the faculty better to keep the good ones.

When asked for areas needing improvements and suggested improvements in their particular school, the response of the schools were not too far from the areas identified for Philippine business education as a whole. The areas needing improvement were identified as: faculty development program, faculty recruitment, teaching facilities, materials and methods, and the quality of students. Improvement was seen through the recruitment of competent faculty, better pay, and regular faculty development programs. More active linkages with both local and foreign business schools was also seen as offering opportunities for development.

### Conclusions

While the number of survey respondents is quite low and could therefore raise questions as to the validity of the results, the use of previous researches with much larger samples validate the following conclusions, which are also observed by the researcher who has quite an extensive experience in the field of business education.

1. The main objective of the business education program is to produce specialists in specific fields. The other objectives range from a well-rounded education in business to emphasizing the entrepreneurial goal.

2. The major degree program is still accounting, followed by business administration, banking and finance.

3. The curriculum is one of the five top strengths of Philippine business schools although the professional courses which undergraduate students in business are exposed to are very theoretical in nature and scope.

4. The majority of the faculty teaching in the undergraduate program still have BS/AB degree which is not consistent with the MECS requirement that college instructors should be master's degree holders.

5. The business faculty pay while showing increases compared to previous studies is still significantly below those in other fields necessitating comparable qualifications and job effort.

6. There have been increased student enrollment in the masters and doctoral programs although the bulk of the students are still in the undergraduate degree programs.

7. Business firms in their hiring process prefer graduates of local business schools than those from foreign institutions. They consider the scholastic record as priority in the selection criteria in the undergraduate and work experience in the MBA level.

8. A number of schools do not rely on NCEE results but also conduct their own examinations and interview.

9. In the undergraduate programs, the teaching materials used in order of priority were books (54%), cases (20.4%), teaching notes (18.2%) and articles (7.3%). In the graduate programs, these were cases (56.4%) books (25%), teaching notes (9.7%) and articles (8.8%).

10. Fifty-five percent of the books, forty-six percent of the cases, fifty-three percent of the articles are written by Filipino authors.

11. In the undergraduate program, lecture/discussion (49.7%) is the main approach used in handling class session while it is case discussions (56.1%) in the graduate program.

12. Teaching facilities are still the standard type — blackboards and visual aids — although a few indicated the availability of computers.

13. A majority of business firms support business schools through scholarships and school equipment. A significant number (57%) of those who do not do so pinpointed the failure of business schools to approach them as the reason.

14. Ninety-six percent of the business firms rated Philippine business education as very good or satisfactory.

15. The top five strengths of Philippine business schools pinpointed by business were highly qualified, trained and experienced faculty; students attuned to local business conditions and affordable tuition fees.

16. The top five weaknesses of Philippine business schools identified by the business firms were inefficient professors, loose admission standards, theoretical method of instruction, lack of English proficiency of students, and schools are not able to tap business firms as partners in training students.

### Recommendations

Given a long list of conclusions, one is tempted to postulate a wide array of policy and operational recommendations. However, it may be best to concentrate on a few and develop them further from a policy level to an operational level. It may also be best to arrive at recommendations that can affect a number of problem areas simultaneously. It is within this context that the following recommendations are made:

1. Strengthen and in some cases, establish strong linkages between business schools and business organizations.

The weaknesses of the curriculum as being too theoretical, the low faculty pay, the still traditional type of teaching facilities and the findings that forty-four percent of business firms do not support the business schools may be overcome by establishment of these linkages.

These linkages can take the form of school advisory council of business leaders, which could assist in reviewing the curriculum and in conceptualizing financial support schemes; making available company officials as lecturers or resource speakers for the school; allowing the use of company facilities for educational purposes — boardrooms and computers; and outright financial grants for professorial chairs or consultancy for the faculty.

## 2. Emphasize entrepreneurship and small business development.

While a number of business schools indicated fostering an entrepreneurial orientation as one of their objectives, the observation of the researcher is that the predominant approach of business school is still towards a managerial orientation and big business at that. This approach may be appropriate in the Metro Manila area with its Makati type institutions earnestly searching for managers. But it does not seem to be the best national posture to assume considering that what is needed in the countryside are people who can stimulate the economy and open up more job opportunities. These are the entrepreneurs who usually start with a small business.

Several measures can be taken to emphasize entrepreneurship and small business. One is the development of teaching materials highlighting entrepreneurship in the Philippine setting. The other is a national program to reorient the business school system towards these aspects. Another is to require graduating students to formulate small business feasibility studies before graduation and to go into business as part of the graduation requirements. This approach will need a strong relationship with financial institutions for funding these projects.

## 3. Establish a Technical Panel for Business Education at the MECS.

To ensure the presence of an expert group to advise the Minister of Education, Culture and Sports on all aspects of business education, the establishment of a technical panel for Business Education at the MECS is warranted. The panel composed of recognized experts in their fields of business education and of top business managers could arrive at recommendations to rationalize and improve Philippine business education.

### Endnotes

<sup>1</sup>Alma B. Bautista, "The National Development Goals and the Business Education Curriculum in the Philippine Schools: A Historical Assessment."

<sup>2</sup>*Ibid.*

<sup>3</sup>"Commerce and Business Education: Objectives and Academic Programs," *FAPE Review*, April 1979.

<sup>4</sup>*Ibid.*

<sup>5</sup>*Ibid.*

<sup>6</sup>*Op. cit.*

<sup>7</sup>"Faculty, Instruction and Accreditation," *FAPE Review*, April 1979.