

Philippines

Demographics for Philippines

Population:	87,857,473 (July 2005 est.)
GDP (by PPP method):	US\$430.6 billion
Currency (inc code):	Philippine Peso (PHP)
Language(s):	Filipino (official), English (official), Tagalog, Cebuano, Ilocano, Hiligaynon or Ilonggo, Bicol, Waray, Pampango and Pangasinan
Internet country code:	.ph

The Department of Education governs the country's educational system which is comprised of state-run and privately owned stock or non-stock institutions. Government elementary and secondary schools offer free education, while public colleges and universities operate with subsidies from the national government and/or adopt a socialized tuition scheme.

Private schools are governed by corporation laws and have their own Boards of Trustees. They are either sectarian or non-sectarian institutions owned by individuals, corporations or foundations.

Primary and secondary education

Formal education consists of a hierarchically structured, chronologically graded learning, organized and delivered by the formal school system. Certification is required for the learner to progress through the grades and move on to the higher levels.

It starts with an optional one-two years of pre-school education and six years of compulsory elementary education. The subsequent four years of secondary education serve as preparation for a vocational or college education.

Elementary and secondary schools totaled 42,578, 87 percent of which were government-operated. Enrollment in the elementary level reached 12.98 million while secondary schools registered 6.08 million students, more than half of whom were in public high schools.

The government administers the National Elementary Assessment Test to measure learning outcomes in the elementary level. The National Secondary Assessment Test is given to fourth year high school students. Alternative diagnostic tests have shown that they do well in English, followed by science and mathematics.

Higher education

Tertiary education covers all post-secondary courses ranging from one-two year vocational or technical courses, four-five year degree programs, including Master's and Doctoral graduate education.

Higher education enrollment has been increasing at an average annual growth of 7 percent in recent years. From 2001 to 2002, registrants in government institutions increased from 709,100 to 808,321. Enrollment in the private sector is declining, however, with a drop from 1.93 million to 1.65 million registrations in the same period.

With an estimated total of 640,315, about three out of ten college students enrolled either in commerce, business administration or management courses (Table I).

As of mid-2003, the Commission on Higher Education (CHED) reported 1,479 institutions of higher learning, of which 1,305 were privately owned and 174 were government-run. A total of 980 or 66.3 percent were non-sectarian, while 325 or 22 percent were sectarian. The public institutions included 111 state universities and colleges, 44 local universities/colleges, 12 other government schools, two CHED supervised institutions, and five special institutions.

CHED data in 2001 showed that of the 93,884 faculty in higher education, 8.2 percent had Doctorate degrees and 26.1 percent had graduate degrees. The remaining percentage obtained either pre-baccalaureate or post-baccalaureate education or education in vocational technical programs.

The Professional Regulation Commission (PRC) is the government agency that administers licensure and monitors professional practice. The 42 professional regulatory boards and one specialty board exercise administrative, quasi-legislative and quasi-judicial powers. These involve preparing examinations, determining course requirements, inspecting schools, and enforcing a Code of Ethics for the practice of the professions. Degree-holders take state examinations to become registered professionals. To be renewed, they must show proof of actual practice and continuing education.

Discipline	1998-1999		1999-2000		2000-2001		2001
	Enrollment	Graduates	Enrollment	Graduates	Enrollment	Graduates	Enrollment
<i>Government and private schools</i>							
Total	2,245,108	352,827	2,347,204	370,528	2,637,039	385,349	2,466,056
Business administration and related subjects	707,040	102,633	753,824	100,098	825,543	104,027	640,315
Mathematics and computer science	181,238	31,144	200,204	26,888	218,675	28,231	262,134
<i>Government schools</i>							
Total	-	-	-	-	709,100	116,117	808,321
Business administration and related subjects	-	-	-	-	126,384	23,243	130,664
Mathematics and computer science	-	-	-	-	28,897	5,579	56,969
<i>Private schools</i>							
Total	-	-	-	-	1,927,939	269,232	1,657,735
Business administration and related subjects	-	-	-	-	699,159	80,784	509,651
Mathematics and computer science	-	-	-	-	189,778	22,652	205,165

Source: National Statistics Office Yearbook (2003)

Table I. Higher education enrollment and graduates by selected fields, 1998-2001

Structure of business and management education

Formal education in business and commerce dates back to the founding of two institutions during the Spanish colonial period – the Colegio de San Carlos (1595) in Cebu and the University of Santo Tomas (1611) in Manila. However, access to higher education locally or overseas was limited to wealthy Filipinos. The first decade of American colonial rule saw a significant increase in educational opportunities with the introduction of the public school system and the establishment of special education, arts and trades, marine, agriculture, and commerce schools, including the University of the Philippines (1908).

Recent data show that business administration and the new field of computer science are the most attractive areas of study. For example in 2001-2002, enrollees in business administration and mathematics/computer science stood at 640,315 and 262,134 respectively, or 36 percent of the total student population, with more students pursuing these courses in private rather than in government institutions. And of the 1,127 business schools with undergraduate programs, 216 or 19 percent offer Master's courses and 44 or 3 percent offer Doctoral programs as well.

In general, a full-time program can be completed in five trimesters or 18 months, with a minimum of 42 academic credit units. A Bachelor's degree from a government-recognized institution in any field of study is a prerequisite for admission. A Master's or a Doctoral degree is required of faculty in these program areas (Table II).

Most important issues facing business schools in the country

All Philippine educational institutions are challenged by a steady population growth that is not balanced by economic opportunities. In this context, servicing the greatest numbers and providing quality education is a continuing concern that government alone cannot resolve. Given that the bulk of the tertiary students flock to private institutions and that business and information technology fields have the greatest appeal to this generation – the business school subsystem necessarily assumes a heavy burden and an awesome responsibility.

This surfaces the need for responsible business educators to take on the dual responsibility of molding managers and forming leaders for both the public and private sectors. This requires excellence in the teaching of content and skills for effectively managing an enterprise, at the same time that faculty must act as mentors who can ferret out the leadership potentials of students.

In this scenario, business schools must produce managers who can run things well and motivate their workers, but who must also be innovators capable of introducing new products, processes and systems, create new markets, redefine industries, and change the business environment. Apart from building organizations whose ROIs meet stakeholder expectations, these new managers must be anchored on a solid value system that is inculcated in the

Region	Undergraduate	W/Master	Programs	W/Doctoral	Programs
I	66	10	MBA	3	DBA
II	44	14	MBA, MM	3	PhDC DBM
CAR (Cordillera)	24	6	MBA, MSBA	1	PhDM
III	116	20	MABM, MBA, MBM, MSBM, MM	1	PhDM
NCR (MetroManila)	167	47	EMBA, MBA, MBM, ME, MM, MSF	16	PhDBA, PhDBM, DBA, DBM, PhDM, PhDPP
IVA	161	25	MBA, MBM, MM	2	PhDM, PhDBM
IVB	41	4	MBA, MM	1	PhDM
V	75	23	MBA, MBM, MM	3	PhDM, PhDBM, DBA
VI	61	11	MBA, MM	1	DM
VII	75	12	MBA, MSBA, MM	3	DM
VIII	54	9	MBA, MM	3	DM
IX	37	6	MBA	1	DM
X	55	9	MBA, MBM, MM	2	DM
XI	38	6	MBA	1	DBA
XII	43	6	MBA, MM	1	PhDIDM
CARAGA (Mindanao)	31	6	MBA, MM	2	PhDM, DM
ARMM (Muslim Mindanao)	18	2	MBA		
Total	1,127	216		44	

Notes: EMBA = Executive MBA; MABM = Master of Arts in Business Management; MBA = Master in Business Administration; MBM = Master in Business Management; ME = Master of Entrepreneurship; MM = Master in Management; MSBA = Master of Science in Business Administration; MSBM = Master of Science in Business Management; MSF = Master of Science in Finance; DBA = Doctor of Business Administration; DBM = Doctor of Business Management; DM = Doctor of Management; PhDBA = Doctor of Philosophy in Business Administration; PhDBM = Doctor of Philosophy in Business Management; PhDC = Doctor of Philosophy in Commerce; PhDM = Doctor of Philosophy in Management; PhDIDM - Doctor of Philosophy in Institutional Development & Management; PhDPPBM = Doctor of Philosophy in Public Policy & Business Management; PhDPPF = Doctor of Philosophy in Public Finance

Source: Commission on Higher Education Statistics SY (2003-2004)

Table II. Number of institutions offering undergraduate, Masteral and Doctoral programs, 2003-2004

process of their formation as students. Related to this is the development of their sensitivity to the need of co-workers for recognition through participatory processes, involvement and interaction in an organizational culture imbued with a deep sense of social responsibility.

The dearth of practitioner-oriented full-time business management faculty is a serious mitigating factor that constrains the delivery of excellent education by business schools. The dual requisite of experience and expertise lends to the engagement of part-time faculty or lecturers in most business schools whose tertiary and graduate level faculty must at least be Master's degree holders. Networking activities among the country's institutions of higher learning in business education need to be stimulated in order to maximize limited resources. Fortuitously, proactive professionals from the business sector or industry organizations provide excellent learning opportunities through seminars, workshops, conferences, and education-related promotional activities that intermittently serve to creatively link up business and academe.

While management subjects impart techniques such as problem-solving, financial forecasting, organizational restructuring, market demand analysis, production scheduling and information processing, these can never suffice. The pressures on the shoulders of today's leader-managers make it imperative for business schools to develop a high emotional quotient in their students. In fact, an exceptionally superior EQ is direly needed in an economic environment where adversity and crisis are staples that continuously put to a test the abilities of even the best educated among the country's 80 million people.

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