

Management Education and Training in Western Visayas

TOMAS A. SAJO*

An assessment of the state of management education and training in the Western Visayas reveals problems encountered in program implementation, viz., isolation of one institution from each other, need for curricular review, scheduling of courses, poor enrollment resulting in non-viability of continuing the program, few graduates, lack of instructional materials, and lack of experienced trainers for management training in the region.

Introduction

Management education and training are indispensable ingredients for the development of Western Visayas. The region exhibits a high demand for management education and training, as evidenced by the presence of public and private enterprises. On the public sector, the region consists of five provinces (Aklan, Antique, Capiz, Iloilo and Negros Occidental), one subprovince (Guimaras), eight cities, 122 towns and 3,855 barangays. Moreover, there are 127 regional offices.

On the private sector, there are 4,200 corporate executives, directors, and proprietors scattered throughout the region, and more than 7,000 professionals in private practice.

This study attempts to assess the state of management education and training in terms of the institutional capabilities of universities and colleges in Western Visayas. The necessary data were gathered through questionnaires from eight sample universities/colleges which offer one or more programs in governmental, business, educational management, and management engineering. The universities/colleges that responded to the survey were the following: U.P. in the Visayas, West Visayas State College, Central Philippine University, University of San Agustin, Western Institute of Technology, University of Iloilo, La Salle College (Bacolod), and University of Negros Occidental Recoletos.

*Dean, School of Development Management, U.P. in the Visayas, Iloilo City. This article is based on a paper presented during the seminar-workshop on Management Education and Training, sponsored by the University of the Philippines Management Educational Council, December 1-3, 1983.

The state-of-the-art assessment covered the following areas of concern: curricular structure, faculty force, library resources, enrollment and graduates, training programs, problems and plans.

Management Education

Program Establishment

The establishment of management programs in Western Visayas started in the mid-sixties. The master program in business management started with the Central Philippine University pioneering the Master of Business Administration degree in 1965 (despite the fact that its Graduate School was established as early as 1950). Similar programs were established in La Salle College in Bacolod City in 1967; University of San Agustin in 1972 (although its Graduate School was established in 1951), and most recently, the University of Iloilo in 1981 (in spite of initiating its Graduate School in 1962). In the case of the University of San Agustin, the MBA program started as Master of Science in Commerce in 1968.

The masters program in public administration was first established in UP Iloilo College (which forms the core of the present College of Arts and Sciences in the University of the Philippines in the Visayas) in 1966, offering Master of Public Administration, as a joint program with the UP College of Public Administration. Graduates of this program helped in the establishment of similar programs in the University of Negros Occidental Recoletos in 1976, and the University of San Agustin in 1977.

The specialization of educational management at the doctorate level was first offered in West Visayas State College in 1968, followed by Central Philippine University in 1969, and the University of San Agustin in 1975. La Salle College in Bacolod City established its Master in Educational Management program in 1981 in its Graduate School of Management.

The Western Institute of Technology initiated its Master of Science in Management Engineering in 1976. For non-engineers, it offered a Master of Science in Management program. These programs were replaced by the Master in Business Management program in 1982.

The School of Development Management of the University of the Philippines in the Visayas decided to phase out the MPA program in 1978, and in its stead, offered a comprehensive Master in Management Program under any of the following specializations: Public Management, Business Management, and Educational Management. Although the School initially administered Educational Management, it was transferred to the College of Arts and Sciences of the University of the Philippines in the Visayas in 1981.

The coordination of the Master of Management program is under the Graduate Studies Program Office of the University.

The divisional program of Bachelor of Science in Management with major fields in Public Management and Business Management was established in 1976 in the Division of Management of the College of Arts and Sciences, University of the Philippines in the Visayas. This division eventually became the School of Development Management on December 22, 1981.

On the basis of location of the program (the administrative unit to which the program is identified), seven respondent schools stated that their doctorate programs (educational management), and masters programs (public management, business management, educational management, management engineering, and management) are located in their respective graduate schools. La Salle College specifically established a Graduate School of Management.

The Master in Management programs in the University of the Philippines in the Visayas is quite unique. The academic matters related to the public and management specializations are under the School of Development Management, while the educational management specialization was transferred to the College of Arts and Sciences in 1981. Its administrative coordination is under the Graduate School office of the University of the Philippines in the Visayas. The undergraduate management program (BSM) is entirely the academic and administrative responsibility of the School of Development Management.

Curriculum Structure

The structure of the curriculum refers to the arrangement or organization of a particular course of study in a special field, which refers to management in this paper. To facilitate the comparison of the curricular structure, the existing curricula are divided into the doctoral and masteral levels.

The survey shows that the curriculum of the Ph.D. in Education degree of the University of San Agustin is the most demanding. It requires 75 units above the masters level, consisting of 15 units of required courses, 30 units of basic courses, 12 units of cognate courses, 12 units of foreign languages, and 12 units for dissertation.

The demands of the Doctor of Education (Educational Administration) in Central Philippine University are lesser with only a total of 66 units over the masters level. This consists of 36 units of major subjects, 15 units of required courses, and 21 units of educational management electives, 12 units of dissertation in line with the major field of study.

The Doctor of Education (Educational Management) degree in West Visayas State College is the least demanding with a total of 57 units, broken

down into nine units of required courses, 30 units in the field of specialization, six units of cognates, and 12 units for dissertation.

As to the masters programs in public administration, whether offered as a specific discipline (MPA) or part of Management (MM-PM), the courses offered in the University of San Agustin provide a wider range of choices in the basic courses. They are also the most demanding because each requires a total of 36 units aside from a thesis.

The curriculum for Master of Management (Public Management) in the University of the Philippines in the Visayas requires 27 units of required courses and nine units of electives. To qualify for graduation, students are required to pass a written comprehensive examination.

In the MPA program of the University of Negros Occidental Recoletos, the curriculum required 30 earned units and a thesis counted for six units, for a total of 36 units.

As regards the curricular programs for business administration/management, the total number of units required to graduate ranged from 36 to 42 units. The University of San Agustin requires 42 units, consisting of 21 units of required courses, 15 units of electives, and six units for thesis writing.

The University of Iloilo also requires 42 units to graduate consisting of nine units of professional core courses, 18 units in field of concentration, nine units of electives, six units for thesis writing with a qualifying oral examination.

The University of the Philippines in the Visayas requires 30 units, which includes three units of electives. Central Philippine University also requires 36 units composed of 15 units of core courses, 12 units in the field of concentration, three units of electives, and six units in thesis writing.

The Western Institute of Technology requires 36 units under its MBM program, consisting of nine units of basic courses, 15 units of concentration courses, six units of cognates, and six units of thesis writing.

La Salle College requires 39 units consisting of 33 units of required courses, and six units for thesis writing.

As a whole, only the University of the Philippines in the Visayas requires, in lieu of a thesis, a written comprehensive examination. Only the University of Iloilo requires an oral qualifying examination to be able to earn an MBA degree.

The curricular program of the Bachelor of Science in Management offered in the University of the Philippines in the Visayas, School of De-

velopment Management (SDM) requires a total of 146 units, consisting of 71 units of general education courses taken in the College of Arts and Sciences, 36 units for the field of specialization; 24 units of Discipline B, akin to minor area, and 12 units of Discipline C, akin to cognate courses. As presently practiced, students pursuing governmental/public management choose business management for Discipline B, and cooperative for Discipline C. Others choose statistics, fisheries, business management, psychology for Discipline B or C. At present, the BSM students enter the School of Development Management in their third year in college.

The curriculum for Certificate of Governmental Management (CGM) requires a total of 24 units, consisting of three units of basic course, nine units of survey courses, nine units of specialized techniques courses, and three units of electives. The minimum weighted average grade required of every candidate is 2.0 plus a tree-planting certificate.

For the masters degree in educational management, the La Salle College curriculum was not available at the time of the survey. Nevertheless, some of the subjects offered at present include: ME 3- Educational and National Development; ME 4- Theories and Principles of Management; ME 6- Educational Planning and Objective; ME 7- Financial Management in Education; ME 8- Curriculum Development and Classroom Programming; and ME 9- School Laws.

In general, the management curricula of different schools, except in the University of the Philippines in the Visayas, are geared toward more specific disciplines like public administration, business administration, and educational administration. In the University of the Philippines in the Visayas, these three areas are structured under the umbrella of the Master of Management program. Even under the undergraduate BSM program, the specialized fields of public and business management are integrated.

Resources Inventory

Faculty Force. In assessing the faculty force involved in management education, the three categories established were: full-time-in-resident, covering those regularly teaching management courses in their respective academic units; part-time-in-resident, describing those who belong to other assignments to teach management courses; and non-resident-professors who are either faculty/staff of other schools outside the region, or those in government service who lecture in graduate programs of public/private universities/colleges.

The survey shows that almost one-half of the faculty in management education are part-time-in-resident (49.5 percent). About 33.67 percent are full-time-in-resident, and only 16.83 percent are non-resident professors.

Most of these non-resident professors are in the regional offices of various national government agencies.

Library Materials. The size of the library collection (books, journals, periodical, others) and the adequacy of facilities contribute significantly to the administration of management education and training.

The materials used in management totalled 10,456 units, although 6.63 percent of these are still on order. The materials are predominantly books (83.38 percent), with very limited journals/periodicals (5.13 percent) and other materials, like thesis and public documents (4.86 percent).

At present, there is a continuous need to increase the collection to keep in touch with the developments in management. Since the book titles are generally of foreign authors, librarians should exert more effort to collect local materials.

Publications. The capability of faculty is also revealed in the published works of the members. The subjects tackled were varied, depending on the author's interest.

Masa discussed Filipino value commitments to development.¹ Ernesto Saldajeno discussed red tape in the public service, and the proposed schedule for building-construction unit costs as bases for taxation.² Isabel Saldajeno dealt on the University's entrance scholarship from 1974 to 1979.³ Zapanta wrote on the coordination involved in the delivery system for agriculture technology.⁴ Finally, the writer reported on the effective integration of the out-of-school youths in the productive stream of society through a three-agency intervention scheme (MEC, NMYC, and MSSD),⁵ and the ethical concerns in the teaching profession.⁶ Recently, he read a professorial chair paper on the entrepreneurial perspectives in small business management which is now in process for publication.⁷

Enrollment and Graduate Trends

The data on enrollment were analyzed for the period 1979 to 1983, in the doctorate, masters, and baccalaureate levels.

Within the five years under consideration, the students have enrolled in business management as Discipline A, with public management as Discipline B. This is the reason why until now, the public management specialization has continued.

In the masters level, the enrollment data from 1979 to 1983 were also taken, the enrollment flow in 1979, 1981, and 1982 varied very slightly, but a significant dip was noted in 1980. The 1983 data are incomplete

because only the UP in the Visayas has complete data, and Western Institute of Technology did not provide any.

On the basis of institutional enrollment in management education at the masters level, the top three institutions are University of the Philippines in the Visayas (35.55 percent), La Salle College (26.46 percent), and University of San Agustin (24.33 percent). The smaller enrollment in other schools is due to the newness of the program or offering one area of specialization only.

At the doctorate level, only West Visayas State College gave data as follows: 1979 - 94; 1980 - 93; 1981 - 78; 1982 - 98; and 1983 - 65, with an average of about 87 students a year.

The size of specific classes not only reflects the level of enrollment but also influences teaching effectiveness, i.e., bigger classes require more effort on the teacher's side to succeed in instruction. To determine class sizes, only 1980-1983 information was considered.

In 1980, classes were generally bigger in the first semester, than in the second semester, as experienced by La Salle College, University of San Agustin, West Visayas State College, and the University of the Philippines in the Visayas. Only Western Institute of Technology remained constant during the two semesters in 1980.

The average class size was bigger in the University of San Agustin (MBA - 40; MPA - 34) and La Salle College (MBA - 35). The average class size in West Visayas State College and the Western Institute of Technology is comparatively smaller. The University of the Philippines in the Visayas lies at the middle with averages of 25 and 22 for the first and second semester respectively.

In 1981, the first semester averages of class sizes in the University of San Agustin (MBA - 33), La Salle College (MBA - 32), and University of the Philippines in the Visayas (MM - 30), were comparatively similar. The average class sizes in the West Visayas State College (Ed. D. - 14 and 7), and the Western Institute of Technology (M.S. Management Engineering and M.S. Management - 10 and 7) were among the lowest. The University of Iloilo which started its MBA program in 1981, registered average class sizes of 23 in first semester, and 12 in the second semester.

The 1982 enrollment figures indicated decreasing trends. During the first semester, the highest average was 26 in the business administration classes in the University of San Agustin. The University of the Philippines in the Visayas had an average class size of 24. The West Visayas State College educational management classes, and the University of San Agustin public

administration exhibited similar class average of 23. La Salle College had an average of 22 students.

During the second semester, while the average class size decreased in La Salle College, University of San Agustin, University of the Philippines in the Visayas, and the University of Iloilo, West Visayas State College showed an increase from 12 to 19, and Western Institute of Technology retained its average class size of seven.

The program output in terms of graduates for the period 1979 to 1983 reveal the following highlights.

In the baccalaureate level, the Bachelor of Science in Business Management (BSM) program in the University of the Philippines in the Visayas had graduated 171 students from 1979 to 1983. The annual breakdown showed: 1979 — 22; 1980 — 12; 1981 — 34; 1982 — 43; and 1983 — 60.

In the masters level, the University of the Philippines in the Visayas had graduated more students than the combined number of other schools, with the exception of Central Philippine University. The very high number of graduates in the University of the Philippines in the Visayas was due to 52 graduates under the Certificate of Governmental Management program.

At the doctorate level, two graduated with Doctor of Education from West Visayas State College in 1981 and 1982. No report was received from University of San Agustin and the Central Philippine University regarding educational administration/management specialization.

Problems Related to Program Implementation

The problem cited by the respondents can be categorized into three: inadequate/lack of instructional materials, low level of student academic performance, and poor classroom facilities. The more specific problems related to instructional materials are: lack of references, books, cases, readings, researches, lack of time for syllabi preparation, and need for reproduction of reading materials due to limited existing copies.

Problems related to student performance include: irregular class attendance; lack of appropriate organization for group discussion/reporting; passivity and lack of interest/enthusiasm in classroom; poor research capability and output; interference/constraints from present job among part-time students; and lack of professional-development orientation.

Complaints related to facilities include lack of proper ventilation in classrooms, and lack of overhead projector and screen to present visual aids and transparencies.

The solutions to the above-mentioned problems were solicited from the faculty members. With regard to instructional materials related problems, the suggestions were: resources sharing among schools, increased funding for library materials, inter-library linkages and loans; requiring graduate students to write original management cases; reproduction of materials by schools at cost; continuous updating of library collection by ordering new titles; and longer time for faculty to prepare instructional materials including course syllabus.

Concerning student performance problems, the faculty suggested giving student assignments ahead of reporting time; use of contract assignment learning modules and management workshop to complement instruction, more adequate/rigid screening in the acceptance of graduate students; additional requirements for low performers; scholarship grants to deserving students especially from their employers; and full-time study schedule in graduate programs.

Problems related to facilities are approached by putting up an audio-visual center for the use of graduate classes/faculty/students; and installation of electric fans/air-conditioners in classrooms and library.

Management Training

Management training is an alternative to formal management education for practitioners who do not have time to go back to formal school. On a short-term basis, and when facilitated by competent intervenors (usually from a pool of university professors, national governmental executives, or leading professionals), participants can increase knowledge, upgrade skills, and develop desirable values in various facets of management.

This paper relied largely on the experience of the management training programs sponsored by the University of the Philippines, more particularly on what has been accomplished so far, and on what is planned to be undertaken by the Office of Continuing Education and Extension Services, and the School of Development Management. No data were available from other universities and colleges.

Identification of Training Needs

As a measure to insure the responsiveness of the training programs to the needs of the contracting agency or enterprise, a survey of management training needs is undertaken as a matter of procedure.

For example, prior to the conduct of a supervisory training, an instrument is administered, containing a problem checklist which identifies problems ranked on the basis of magnitude. Also included is identification of specific topics that will be taken up in training. Participants are expected

to identify other topics not included in the checklist which are of interest to them.

The results of the needs survey are revealed to the head of the requesting unit, and inputed into the final training program.

Training Programs: Past Performance and Projections

Since the creation of the Office of Continuing Education in 1974, it has been active in management training along with other disciplines or areas.

In 1983, 82 management related programs had been conducted, reaching out to 3,563 participants. Within this period, the largest number of program areas undertaken was on Teacher Competency /Teacher Training and Skills Upgrading (31). The other areas were Group Dynamics (10), Management and Supervisory Skills Development (6), Human Relations (4), Communication and Human Relations (4), Barangay Rural Development (4), Local Fiscal Administration (4), and Guidance (4). Also conducted but in lesser frequencies were: Project Development and Management, Building Research Methodologies and Administration, Leadership and Administration, Administration and Supervision, Administrative Skills, and Executive Development.

While programming is a joint collaboration between the Office of Continuing Education and Extension Services and the requesting agency, the actual training intervention is left to the better discretion of the resource speaker or facilitator. The methodologies used are a combination of lecture discussion, case analysis, and small group processing. There has been an increasing use of structural learning experiences wherein participants go through a process of doing, publishing, processing, generalizing and applying what is taught.

In the years ahead, the School of Development Management, in coordination with the Office of Continuing Education and Extension Services, has planned specific programs toward better managerial and supervisory skills of the practitioners in public and business management.

The programs include basic and advanced supervisory skills training, cooperative management, small and medium scale business management, entrepreneurship, PPBS (Planning, Programming, Budgeting System), planning and control including evaluation, organizational behavior with emphasis on superior-subordinate relations, and development training for barangay leaders.

The prospective clientele include directors, managers, supervisors, heads, and leaders in government and business in Region VI.

Training Evaluation

The evaluation of training programs is done through the use of a structured questionnaire. Given a 5-point scale, the participants evaluated the program based on the following indicators: approaches/strategies used, coverage of presented subject matter, requirements of the program, and the adequacy and availability of materials used.

The evaluation also includes the general reactions regarding time spent in attendance, pertinence of subject discussed to objectives, balanced program content, topics to be included/deleted in future programs, realization of training expectations, most satisfying aspects of program, adequacy of physical facilities, and the general management of the program.

The final part of the evaluation centers on the resource speakers in terms of relevance of what was delivered to the seminar theme, substance of presentation, and general effectiveness of the lecturer.

It is stressed that the evaluation seeks to derive feedback information for retrospective and anticipatory planning of similar programs in the future, while at the same time, provides some measures of output efficiency and effectiveness.

To make its management training programs more effective, the University of the Philippines continues to offer in the Visayas non-degree and non-credit courses to update knowledge and skills of leaders in business and in government and to upgrade managerial and supervisory performance of participants.

Evidence of outcome of training attendance must be provided and a post training evaluation is conducted identifying specific changes or recommendations initiated by participants attributed to training completed.

Conclusions

The assessment of the institutional capability in management education and the extent of training interventions in Western Visayas has provided the following insights:

(1) The different universities and colleges appear to pursue their programs in isolation from each other despite some instances when some lecturers teach in two or more schools. This practice results in different curricular structures and requirements for graduation;

(2) Some programs need curricular review to determine the relevance, responsiveness, and timeliness of both contents and methodologies. Some

public administration programs offer courses which have already been phased out in the University of the Philippines in the Visayas,

(3) The part-time-in-residence numerically prevails over those full-time-in-residence. This creates some administrative problems, particularly in scheduling. It is a general practice to schedule graduate courses from 5:30 PM to 8:30 PM or at weekends for two reasons: availability of faculty and availability of students who are working during regular office hours;

(4) The enrollment usually starts with a substantial number, but slowly decreases until the class size is no longer viable to provide income to the university or college offering the program. In cases of private institutions which do not receive any government subsidy but have to rely on tuition fees income, the problem becomes more serious;

(5) There are very few who graduated from the different management programs, with the exception of the University of the Philippines in the Visayas. Of the three doctorate programs only two graduated with educational management specialization. In the five-year period, only one private school produced 20 graduates, while others have from two to seven;

(6) While the eagerness to teach is probably there, instructional materials of local context are very limited and libraries are generally stocked with foreign editions. The most common local materials are the theses submitted by graduate students;

(7) Management training is still in its infancy among the universities and colleges under study. Management training lacks the institutional character and more faculty members are involved in training in their individual capacities. Besides, there seems to be a repetition of utilization of resource speakers on certain topics.

These lessons are some inferences from the findings of the study. The question presented at hand is: What alternative future must Western Visayas take if management education and training were to retain its postures as a development imperative? Stated differently, How do the universities/colleges rationalize, either individually or collectively at the regional level, their efforts in management education?

The management education system may be rationalized by itself, or by an external body such as the government. It is suggested, though, that a Regional Management Education Council (REMEC) be organized to serve as the external inducer of rationalization.

Initially, the said council may tackle the following action agenda:

- (1) A total inventory of the supply capabilities at the collegiate level management education;
- (2) A set of minimum standards for collegiate institutions and curricular programs in management education;
- (3) A demand analysis for college graduates in management.

As dictated by the economics of resource utilization and imperatives of development, an in-depth research on educational planning and policy analysis may be in order at the regional level.

Endnotes

¹Edward M. Masa, "Filipino Value Commitments to Development," *Danyag*, Vol. 1 No. 1 (June 1976), pp. 9-27.

²Ernesto G. Saldajeno, "Red Tape and Public Administration," *The OAR Quarterly*, Vol. 5, No. 1 (August-October 1976), pp. 40-45.

³Isabel C. Saldajeno, "University of Negros Occidental Recoletos, College Entrance Scholarship 1974-75 to 1978-79," *The OAR Quarterly*, Vol. 9, No. 2 (November 1979-February 1980), pp. 21-26.

⁴Lea S. Zapanta, "Towards an Effective Integration of the Out-of-School Youths In Local Perspectives," *Danyag*, No. I, No. 4 (December 1981), pp. 30-58.

⁵Tomas A. Sajo, "Identifying Ethical Concerns in the Teaching Profession," *Danyag*, Vol. II No. 1 (June 1983), pp. 27-42.

⁶Sajo, "Identifying Ethical Concerns in the Teaching Profession," *Danyag*, Vol. II, No. 1 (June 1983), pp. 27-42.

⁷Sajo, "Entrepreneurial Perspectives in Small Business Management," a paper presented to the U.P. Diamond Jubilee Professorial Chair for Entrepreneurial Management, U.P. in the Visayas, Iloilo City, October 16, 1983.