

Faculty Development and Upgrading Teaching Methodologies, Techniques and Materials in Public Management Education Programs

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Trends in Public Management education (PME) were revalidated using primary data gathered from a limited survey of the Association of Schools of Public Administration in the Philippines, Inc. (ASPAP) member schools in Metro Manila. These data were supplemented by information from secondary sources and the author's own experiences and insights. This study reconfirms the longstanding observations of (a) an aging part-time faculty threatening research and extension and faculty development, (b) traditionalism in teaching methodologies wanting in new technologies and innovativeness and (c) a perceptible tendency among faculty members to depend on teaching materials generated by the University of the Philippines College of Public Administration (UPCPA). With this, a call for the last decade of the century was posed to ASPAP to strengthen its role in promoting PME towards achieving national development goals.

Introduction

By the year 2000, the study of Public Administration (PA) in the Philippines shall have been in place for about fifty years. It may be recalled that the Bell Mission in 1950 recommended the establishment of the Institute (now College) of Public Administration in the University of the Philippines as a center for research, academic, in-service training and consultative services to influence the efficient, economical, effective and professional practice of administration in the country.

It may also be recalled that the University of the Philippines College of Public Administration (UPCPA) was almost exclusively the lone (and lonely) preacher and missionary of the new discipline in the 1950s, to be joined by other disciples numbering 74 by the 1980s (Tancangco 1987).

As we usher in the last decade of the century, we may ask: What has the study of Public Administration in the last four decades achieved, when now more than in the fifties, there remains apathy, low productivity, graft and corruption, and incompetence at all levels in the public service; when now, more than ever, public administrators are fazed by growing demands for the delivery of such basic services as food, water and power; when now, more than before, peace and order remains elusive as

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society remains polarized: the administration vs. the opposition, farmer vs. land-owner, labor vs. management, Muslim brother vs. Christian brother, rebel vs. soldier, and even soldier vs. soldier?

The foregoing observations are based on the assumption that:

- (1) There is a direct link between societal conditions, i.e., problems solved and needs met and the formulation and execution of public policies by public administrators/ managers and functionaries;
- (2) There is a direct link between what administrators do and not do and their knowledge, skills and attitudes among others; and,
- (3) There is a link between what public administrators teach, and the manner of their instruction, and the level of knowledge and skills of administrators.

In sum, if Public Administration were a faith or an ideology, will the preachers of faith or the ideologues assume their roles with characteristic zeal and sense of mission?

Perhaps this occasion is a propitious one to "review and reflect on the curriculum of ASPAP member schools and determine the directions and innovations needed for the 1990s and immediately beyond" (Ocampo 1990).

Objectives

This paper sought to accomplish an assessment of:

- (1) The profile of selected ASPAP member institutions in terms of:
 - . Levels of degree programs: bachelors, masters, doctoral,
 - . Enrolment and number of faculty, 1989-1990,
 - . Status and educational attainment of faculty: full-, part-time; bachelors, masters, doctoral degrees,
 - . Faculty field of specialization and
 - . Age of faculty;
- (2) Hiring/staff development policies and practices;
- (3) Teaching methods and techniques used by faculty;
- (4) Teaching aids used for categories of courses as in (3) above; and,
- (5) Nature and sources of teaching materials.

Methodology

Because of time and other resource constraints, this paper used secondary materials particularly scholarly assessments of the teaching of PA in the past. It also relied on a limited survey of eight ASPAP member institutions based in Metropolitan Manila, namely five private institutions such as Centro Escolar University (CEU), Lyceum of the Philippines, Philippine Christian University (PCU), Philippine Women's University (PWU), and University of Santo Tomas (UST); and three state institutions like the Polytechnic University of the Philippines (PUP), Pamantasan ng Lungsod ng Maynila (PLM) and the University of the Philippines College of Public Administration (UPCPA). The eight respondent institutions were reduced to seven as data from PUP could not be gathered within the short period of research conducted during the month of April 1990.

A short questionnaire intended to yield data on (1) school profile, (2) hiring/staff development policies and practices, (3) teaching methods and techniques, (4) teaching aids and (5) teaching materials was administered to the Manila-based ASPAP member institutions. Hoping to capture the views of both school administrators and faculty directly engaged in Public Management education, the research was timed with the summer break. However, only the views of school administrators were gathered since most of the faculty members were on vacation.

Secondary and primary data were supplemented with the author's experience and insights in the development of Public Management curricula.

Limitations

The data and their implications are therefore limited to the ASPAP member institutions surveyed in the Metropolitan Manila area. However, this limitation may not be so severe a constriction as one may expect. Perhaps there is some truth to the saying that given the highly unitary and centralized system of governance and the like in the Philippines, when Manila sneezes, the rest of the country sneezes.

Even then, data gaps are acknowledged particularly since the faculty members were not interviewed to explain the reasons why they prefer to use one method, aid, or material over others.

One data gathering constraint must be pointed out. Even in Metro Manila, and among kindred institutions, research is not an easy task. On one occasion, the release of relevant data had to be approved by the University President. On another, the University President who at the same time was dean of graduate studies could not be interviewed. Lesser officials were hesitant to share the needed information. A more telling limitation is the failure to surface definitive information on faculty/staff development policies of the surveyed ASPAP member institutions.

Review of Past Assessments

Direct studies on policies, programs and practices in faculty recruitment and development of schools of public administration in the Philippines has been very few. Little has been mentioned in larger studies such as the one written by Mario Nieves on "A Survey of Schools of Public Administration in the Philippines" (1972). It is the first serious study of schools offering degree programs in Public Administration/Management which examined their prospects and the faculty profile.

Ten years later, Felipe Omar presented a paper entitled "An Exploratory Study of the Public Management Educational Programs in Selected Schools" (1982). The paper sampled 12 schools, six of which were located in Metro Manila and the rest, at regional areas. Omar's findings corroborated Nieves' study as it added insights on the methods used in teaching Public Administration/Management courses.

In another study, Tancangco and Aminuzzaman's "Theory and Practice of Public Administration: A Review of the State of the Art" (1982) described and examined the status of the UPCPA's curricula and programs. It likewise presented a historical account of its establishment.

Proserpina Tapales' "New Challenges to Teaching and Research in Public Administration" (1987) identified some basic issues of public administration in the Philippines such as the paradigms of the field, the values imparted through teaching and the position of public administrationists in the present political system. She also saw the dearth of applied researches being made by public administrationists and the lack of basic researches necessary for theory development in Public Administration.

Addressing the need to develop a balanced faculty complement, Raul de Guzman noted the tendency of management institutions to recruit academic types who are proved to be bookish and theoretical in their approach to teaching. Balance could be struck by recruiting practitioners to provide an experiential element to teaching. Another option would be to encourage the academic types to be cross-posted to government agencies or engage in research and consultancy services. Better yet, attract into the faculty those who are both academically inclined and administratively experienced (de Guzman 1977).

In a continuing review of the state-of-the-art of PME in the Philippines, Luzviminda Tancangco observed that in terms of faculty complement, public management institutions in the country were manned by part-timers (75%) as against full-timers (25%). Preferred teaching methods were lecture-discussion and seminars. Teaching materials were largely foreign-sourced as the predominantly part-time faculty (except for UPCPA) had no opportunities to develop indigenous teaching materials (Tancangco 1987).

This paper sought to identify changes in the trend, if any, in faculty recruitment/development, teaching methodologies, and materials.

Presentation of Findings

Profile of Metro Manila-Based Programs / Institutions

Types of Programs and Enrolment. Tables 1 and 2 show that all the seven respondent schools engage in masters-level programs while two (CEU and UPCPA) have bachelor's level and three (CEU, UST and UPCPA) have doctoral level programs.

**Table 1. Year of Inception of Degree Programs
in PA/PM Among Selected Schools**

<i>Name of School</i>	<i>Year Started</i>		
	<i>AB/BS</i>	<i>Masteral</i>	<i>Doctoral</i>
CEU	1967	1965	1969
LYCEUM	-	1966	-
PLM	-	1969	-
PCU			
PWU	-	1965	-
UST	-	1965	1981
UPCPA	1988	1952	1968

*No information given.

**Table 2. Number of Student Enrolment by School
and Degree Programs in PA/PM**

<i>Name of School</i>	<i>Degree Program in PA/PM</i>			<i>Total</i>
	<i>AB/BS</i>	<i>Masteral</i>	<i>Doctoral</i>	
CEU	-	19	15	34
LYCEUM	-	113	-	113
PLM	-	94	-	94
PCU	-	80	-	80
PWU	-	20	-	20
UST	-	38	10	48
UPCPA	165	179	41	385
Total	165 (21%)	543 (70%)	66 (9%)	774

Table 2 also shows that out of the total enrolment of 774 in 1989-90 for all program levels, 70% is accounted for by the masters program, 21% by the bachelor's program, and 9% by doctoral program.

By implication, most, if not all of the faculty members, must have earned post-graduate degrees since 79% of enrolment is accounted for by graduate programs.

Faculty Profile. Tables 3 and 4 describe the number of full- and part-time faculty members teaching undergraduate, masters and doctoral programs in Metro Manila-based institutions.

Table 3. Number of Faculty Members by School, Type and Degree Program

Name of School	Full-time				Part-time				Grand Total
	AB/BS	MA	PhD	Subtotal	AB/BS	MA	PhD	Subtotal	
CEU	1	-	-	1	1	2	2	5	6
LYCEUM	-	-	-	-	-	40	-	40	40
PLM	-	-	-	-	-	25	7	32	32
PCU	-	-	-	-	-	10	-	10	10
PWU	-	1	-	1	-	5	-	5	6
UST	-	-	-	-	-	2	5	7	7
UPCPA*	-	-	20	20	-	-	-	-	20

*No distinction was made between faculty teaching AB, MPA or Doctoral.

Only three school respondents employ a total of 22 faculty members on full-time basis. The UPCPA has 20 of the 22 full-time faculty members while the CEU and PWU have one each. The lone full-time faculty member at CEU teaches at the undergraduate level while the full-time faculty member of PWU teaches at the masters level. The 20 full-time faculty members of the UPCPA teach at all levels.

Table 4. Number of Faculty Members by School and Type of Involvement

<i>Name of School</i>	<i>Full-time</i>	<i>Part-time</i>	<i>Total</i>
CEU	1	5	6
LYCEUM	-	40	40
PLM	-	32	32
PCU	-	10	10
PWU	1	5	6
UST	-	7	7
UPCPA	20	-	20
Total	22 (18%)	99 (82%)	121

A total of 99 part-time faculty members teach at the sample respondent schools with the exception of the UPCPA. The Lyceum of the Philippines has the largest number of part-time faculty members with 40 of the total, followed by PLM with 32, PCU with 10, UST with 17 and CEU and PWU with 5 each. Eighty-four of the faculty members teach at the masters level, 14 at the doctoral level with a mere 1 for the bachelor's level. (See Tables 3 and 4).

The current data supports the Tancangco contention that outside of UPCPA, the faculty in management education institutions is dominated by part-timers.

Interestingly, while the lone full-time faculty member of CEU is supposed to teach at the undergraduate level, the enrolment data in 1989-1990 showed *no enrolment* at that level.

Highest Educational Attainment of Faculty. All faculty members, full-time or part-time, possess postgraduate qualifications to teach in public management institutions in Metro Manila, as shown in Table 5. It should be noted, however, that among the 7 institutions surveyed, only UPCPA and PWU have full-time doctorates with UPCPA having the highest number (50% in all) of full-time doctorate degree holders. It is also a welcome sign that the part-time faculty in other institutions are equally qualified. About half of the part-timers possess doctoral degrees.

Table 5. Educational Attainment of Faculty Members by School and Type of Involvement

Name of School	Full-time		Part-time		Total
	Masteral	Doctoral	Masteral	Doctoral	
CEU	1	-	1	4	6
LYCEUM*					
PLM	-	-	25	7	32
PCU	-	-	6	4	10
PWU	-	1	5	-	6
UST	-	-	2	5	7
UPCPA	10	10	-	-	20
Total	11	11	39	20	81

*No information given.

However, it should be pointed out that of the three institutions offering doctoral programs in public management, only UPCA has full-time doctorates in its faculty. CEU and UST continue to rely upon part-time doctorates.

Age of Faculty. Table 6 is quite revealing. About half of the metro-based institutions engage retired faculty members on part-time basis.

Table 6. Age Range of Faculty Members by School

Name of School	Age Range (Youngest and Oldest)	Range Mean
CEU	35 - 71	53
LYCEUM	32 - 72	52
PLM	45 - 51	48
PCU	45 - 60	52.5
PWU*		
UST	30 - 70	50
UPCPA	35 - 58	46.5

*No information given

The total age range is from 30 (UST) to 72 (Lyceum). CEU has the highest mean age (53) followed by PCU (52.5) and Lyceum (52) and UST (50). UPCPA has the youngest mean age (46.5). Examining the mean age reveals however that most of the faculty members are pushing into their middle age and well into old age.

An "aging" faculty has implications for faculty recruitment and development, as well as its capability to innovate in instructional strategies.

While the data is welcome news for those who are about to retire if not yet actively retired, it also underscores the need for identifying, enticing, and developing a new corps of public management instructors.

Hiring/Staff Development Policies and Practices

The survey instrument hardly generated any new information about recruitment and faculty development policies and practices.

Current practice in faculty development among the institutions surveyed is limited by funding support. The faculty member is left to individually search for appropriate opportunities here and abroad. Funding is usually derived from external sources. Even at that, some institutions have complained of scholars who failed to honor their contractual commitment to return and render service to their institutions.

Perhaps UPCPA had a unique experience early in its institution building efforts. Abetted by bilateral agreements with the International Cooperation Agency-National Economic Council (ICA-NEC) later United States Agency for International Development (USAID) and grants from Rockefeller and Ford Foundations, the College was initially able to develop an interdisciplinary faculty sent for advanced doctoral work in American and European schools. Presently, with the costs of education soaring in Western countries, staff development even at UPCPA lately has been limited to "local" programs (meaning enrolling in the DPA program, capped with an "enrichment" program of one year or less at an appropriate university abroad). Ford Foundation and the Fulbright programs administered by the Philippine-American Educational Foundation (PAEF) have continually assisted the "enrichment" cause. However, in the case of PAEF, the PA faculty concerned has to compete with non-PA candidates, indicating that PA has no secure slot in enrichment programs.

Non-UPCPA but UP-based ASPAP member institutions (UP Cebu, Iloilo, Tacloban, Baguio, and San Fernando) have resorted to UP-sponsored faculty development programs through official leaves and tuition waiver to enrol at the UPCPA doctoral program. UP Cebu and Iloilo, particularly, have sufficiently built up full-time faculty capability to reduce the "flying professor" variety from UPCPA.

Non-UP regional institutions such as Cagayan State University and Isabela State University use their own scholarship funds or apply for limited faculty development

slots under Ford Foundation or ASPAP terms to send their prospective faculty members to UPCPA. Those institutions (UP or Non-UP) which have been assisted by UPCPA in instituting the Master of Management (MM) program have initially enrolled their own prospective faculty members in the MM program.

The importance of a faculty development policy cannot be overemphasized since apart from the aging process, there are other factors which tend to reduce the number of available faculty members. Very early in the game, UPCPA "lost" quite a number of its faculty to long-term consultancy positions with international and funding institutions such as the United Nations, Ford Foundation and International Development and Research Council (IDRC) of Canada, and to top-level administrative positions in the University. In the eighties, another UPCPA faculty member became a Chancellor at UP, and two others were appointed to the presidency of state colleges/universities. Another one was invited to teach at the University in Papua, New Guinea. Without a faculty development scheme, it would be extremely difficult to deal with such "turn-over" situations.

Teaching Methods and Techniques

Reviews of teaching methods and techniques in Public Management education date back to the Mario Nieves survey in 1972 and the de Guzman article in 1977 (Tancangco 1987). The most popular methods then were lectures, lecture-discussion, seminars (where reporting is a basic technique) and case studies.

The popularity of the lecture method lies in its efficiency — the economy of one lecturer being able to transmit knowledge and experience to a big audience within a limited time period. Its effectiveness, however, has been questioned since management problems and issues may not be solved in a one-best-way approach but rather requires group interaction and sharing of experiences. Moreover, the lecturer must be exceptionally skillful in sustaining the attention and interest of listeners. Thus, de Guzman and others advised the need to use other pedagogical methods suitable to the subject matter.

This paper took another look at the teaching methods in the Metro Manila-based institutions. To probe deeper, respondents were asked to identify the methods used in clusters of courses, whether introductory, tool, specialized, or integrating.

Tables 7a, 7b, 7c and 7d show the different methods and techniques used in teaching Public Administration/Public Management courses by respondent schools. Table 7a shows that all the respondent schools use lecture-discussion for their introductory courses. In addition, two employ group work technique; three use case study method; and five make use of reporting.

**Table 7a. Teaching Methods and Techniques
Used for Introductory Courses***

<i>School</i>	<i>Teaching Method/Technique</i>			
	<i>Lecture/ Discussion</i>	<i>Group Work</i>	<i>Case Study</i>	<i>Reporting</i>
CEU	x	x	-	x
LYCEUM	x	-	x	-
PLM	x	-	-	x
PCU	x	x	x	x
PWU	x	-	-	x
UST	x	-	x	-
UPCPA	x	-	-	x

*A positive response is indicated by an x.

**Table 7b. Teaching Methods and Techniques
Used for Tool Courses**

<i>School</i>	<i>Teaching Method/Technique</i>			
	<i>Lecture/ Discussion</i>	<i>Group Work</i>	<i>Case Study</i>	<i>Reporting</i>
CEU	x	x	-	-
LYCEUM	x	-	x	-
PLM	x	-	-	x
PCU	x	x	x	x
PWU	x	-	-	-
UST	x	x	-	x
UPCPA	x	-	-	-

**Table 7c. Teaching Methods and Techniques
Used for Specialized Courses**

<i>School</i>	<i>Teaching Method/Technique</i>			
	<i>Lecture/ Discussion</i>	<i>Group Work</i>	<i>Case Study</i>	<i>Reporting</i>
CEU	x	x	x	x
LYCEUM*				
PLM	x	-	x	x
PCU	x	x	x	x
PWU	-	x	x	-
UST	x	x	x	x
UPCPA	x	x	x	-

*No information given.

**Table 7d. Teaching Methods and Techniques
Used for Integrating Courses**

<i>School</i>	<i>Teaching Method/Technique</i>			
	<i>Lecture/ Discussion</i>	<i>Group Work</i>	<i>Case Study</i>	<i>Reporting</i>
CEU	x	x	x	x
LYCEUM	x	-	x	x
PLM	x	-	-	x
PCU	x	x	x	x
PWU	x	-	x	-
UST	x	-	x	x
UPCPA	x	x	-	x

With regard to tool courses, Table 7b demonstrates that lecture-discussion is the most widely used method. Group work and reporting follow next while the case study approach ranks third.

In teaching specialized courses (See Table 7c), six employ case studies and five use lecture-discussion technique and group work method.

For integrating courses (See Table 7b), all respondent schools rely heavily on lecture-discussion as a teaching method/technique. Six use reporting, five use case study method, and three use group work technique.

The results reconfirm previous observations that the lecture-discussion method is still predominantly used, in varying combinations with traditional techniques such as case study, group workshops and reporting. Perhaps there is nothing wrong with these, provided these techniques and methods help achieve the objectives of each course, granting that these tools are used creatively.

However, there remains a clear need to explore other techniques. The columns on role-playing and games in the questionnaire were not checked, particularly the "others" column, which would have yielded data on investigative field trips, debates, etc.

To hazard an educated guess, perhaps the "traditional" approaches are resorted to because of built-in constraints. Students in graduate programs are mostly part-time workers, attending coursework in the evenings and during weekends. Planning for more "creative" methods such as field trips, and preparing role-play scenarios take part of their official time. These techniques may be attractive, but impractical for working students.

At UPCPA where the bachelor's program has been reinstated, the full-time undergraduate students do benefit from observation trips to Congress to see how our policymakers hammer out public policy, or from investigative studies of conditions of the poor on Smokey Mountain or the plight of farmers in the contested National Development Company (NDC)-Marubeni industrial site in Dasmariñas. These techniques afford the students an occasion to observe the real world on which to apply the concepts and theories learned in the classroom.

Teaching Aids

Tables 8a, 8b, 8c and 8d show the various teaching aids used in handling introductory, tool, specialized and integrating courses in Public Administration/Management. The various teaching aids identified are blackboard/white board, overhead projector, slide projector, computers, video machines, and flipcharts.

Table 8a. Teaching Materials Used for Introductory Courses

<i>Teaching Aid</i>	<i>School</i>						
	<i>CEU</i>	<i>LYCEUM</i>	<i>PLM</i>	<i>PCU</i>	<i>PWU</i>	<i>UST</i>	<i>UPCPA</i>
Blackboard/ Whiteboard	x	x	x	x	x	x	x
Overhead Projector	x	-	-	x	x	x	x
Slide Projector	x	-	-	x	-	x	-
Computer	-	-	-	-	-	-	-
Video	x	-	-	-	-	-	x
Flipcharts	-	-	-	x	x	x	-

Table 8b. Teaching Materials Used for Tool Courses

<i>Teaching Aid</i>	<i>School</i>						
	<i>CEU</i>	<i>LYCEUM</i>	<i>PLM</i>	<i>PCU</i>	<i>PWU*</i>	<i>UST</i>	<i>UPCPA</i>
Blackboard/ Whiteboard	x	x	x	x		x	x
Overhead Projector	x	-	x	x		x	x
Slide Projector	x	-	-	x		x	-
Computer	x	-	-	-		-	x
Video	x	-	-	-		-	-
Flipcharts	x	-	x	x		x	-

*No information given.

Table 8c. Teaching Aids Used for Specialized Courses

<i>Teaching Aid</i>	<i>School</i>						
	<i>CEU</i>	<i>LYCEUM</i>	<i>PLM</i>	<i>PCU</i>	<i>PWU</i>	<i>UST</i>	<i>UPCPA</i>
Blackboard/ Whiteboard	x	x	-	x	-	x	x
Overhead Projector	x	-	x	x	x	x	x
Slide Projector	x	-	-	x	-	x	-
Computer	-	-	-	-	x	x	x
Video	x	-	-	-	-	-	x
Flipcharts	x	-	x	x	x	x	-

Table 8d. Teaching Aids Used for Integrating Courses

<i>Teaching Aid</i>	<i>School</i>						
	<i>CEU</i>	<i>LYCEUM</i>	<i>PLM</i>	<i>PCU</i>	<i>PWU</i>	<i>UST</i>	<i>UPCPA</i>
Blackboard/ Whiteboard	x	x	x	x	x	x	x
Overhead Projector	x	-	x	x	-	x	x
Slide Projector	x	-	-	x	-	x	-
Computer	-	-	-	-	-	-	x
Video	x	-	-	-	-	-	-
Flipcharts	x	-	x	x	x	x	-

All respondent schools use blackboard/whiteboard in teaching introductory PA courses. Five of the respondent schools use overhead projectors and three use slide projectors. None of the respondent schools use computers for introductory courses. (See Table 8a.)

One school respondent did not provide information on teaching aids used for tool courses. Table 8b shows that 6 school respondents use blackboards/whiteboards, five use overhead projectors and three use slide projectors. Two respondent schools use computers for tool courses, one uses a video machine, and four use flipcharts.

For specialized courses, five school respondents use blackboards/whiteboards, six use overhead projectors, three use slide projectors, and two use computers, and five use flipcharts.

All respondent schools use blackboard/whiteboard in teaching PA integrating courses. Five respondent schools use overhead projectors, three use slide projectors, one use the video machine, and five use flipcharts. (See Table 8d.)

One conclusion to be derived from the above is that the blackboard/whiteboard is still the "old reliable," predominant form of teaching aid. In fact, the blackboard and chalk are the cheapest and most reliable, since the white board and pentel are not only more expensive, pentels easily run out of ink.

It is gratifying, however, to observe that overhead and slide projectors, computers and video are now being used to give presentations a note of preparedness, and to provide a well-conceived, deliberate and time-saving device for instruction. These devices add color and interest too. Even if the "traditional" lecture method is adopted, the use of these devices can enhance the communication process.

However, the use of these aids require a mean budget. Note that on Tables 8a to 8d, not all the schools use projectors, computers and video. Acquiring the machine is one matter, maintaining it is another. Replacing a projector bulb requires a neat sum of money. Moreover, it can be frustrating to rely on "hi-tech" tools that need power in these powerless days.

Teaching Materials

Tables 9a to 9d depict the materials used in teaching PA courses, whether introductory, tool, specialized or integrating. Of the seven respondent schools, one did not answer this portion of the questionnaire.

Six respondent schools use foreign textbooks in teaching introductory courses and four use local textbooks. Six school respondents use foreign handouts while five use handouts of local origin. Three use cases in teaching introductory courses and only one uses exercises. None of the respondents use role playing for introductory courses.

In teaching tool courses, five use textbooks of foreign origin and four use local textbooks. Five school respondents use foreign handouts, four use local handouts and two use exercises. None of the school respondents use role playing in teaching tool courses.

Table 9a. Teaching Materials Used for Introductory Courses

<i>Teaching Materials</i>	<i>School</i>						
	<i>CEU</i>	<i>LYCEUM</i>	<i>PLM</i>	<i>PCU</i>	<i>PWU</i>	<i>UST*</i>	<i>UPCPA</i>
Foreign Textbook	x	x	x	x	x		x
Local Textbook	x	x	x	x	-		-
Handouts (foreign)	x	x	x	x	x		x
Handouts (local)	x	x	-	x	x		x
Cases (local)	-	x	x	x	-		-
Exercises (local)	-	-	x	-	-		-

*No information given.

Table 9b. Teaching Materials Used for Tool Courses

<i>Teaching Materials</i>	<i>School</i>						
	<i>CEU</i>	<i>LYCEUM</i>	<i>PLM</i>	<i>PCU</i>	<i>PWU</i>	<i>UST*</i>	<i>UPCPA</i>
Foreign Textbook	x	x	x	x	x		x
Local Textbook	x	x	x	x	-		-
Handouts (foreign)	x	x	x	x	-		x
Handouts (local)	x	x	-	x	-		x
Cases (local)	-	x	x	x	x		-
Exercises (local)	x	-	-	-	x		-

* No information given.

Table 9c. Teaching Materials Used for Specialized Courses

<i>Teaching Materials</i>	<i>School</i>						
	<i>CEU</i>	<i>LYCEUM</i>	<i>PLM</i>	<i>PCU</i>	<i>PWU</i>	<i>UST*</i>	<i>UPCPA</i>
Foreign Textbook	x	x	x	x	-		x
Local Textbook	x	x	-	x	x		-
Handouts (foreign)	x	x	x	x	-		x
Handouts (local)	x	x	-	x	x		x
Cases (local)	x	x	x	x	-		x
Role play scenario (local)	-	-	-	-	-		x
Exercises (local)	x	-	-	-	-		x

* No information given.

Table 9d. Teaching Materials Used for Integrating Courses

<i>Teaching Materials</i>	<i>School</i>						
	<i>CEU</i>	<i>LYCEUM</i>	<i>PLM</i>	<i>PCU</i>	<i>PWU</i>	<i>UST*</i>	<i>UPCPA</i>
Foreign Textbook	x	x	x	x	-		-
Local Textbook	x	x	-	x	-		-
Handouts (foreign)	x	x	x	x	-		x
Handouts (local)	x	x	-	x	x		x
Cases (local)	x	x	x	x	-		-
Role play scenarios (local)	-	-	x	-	-		-
Exercises (local)	x	-	-	-	-		-

* No information given.

For specialized courses, five use foreign textbooks while four use local textbooks. Five schools use local and foreign handouts and two use exercises. One of the school respondents uses role playing in teaching specialized courses.

Four respondent schools use foreign textbooks in teaching integrating courses and three use local textbooks. Five respondent schools use foreign handouts, five for local handouts and one each for role playing and exercises.

For all respondent schools, only one uses role playing for integrating courses.

There appears to be a marked change between the early 70s and the late 80s in the use of teaching materials. While before there was a high degree of reliance on foreign textbooks and handouts, currently, there is a marked increase in the use of locally generated materials.

The survey, however, failed to qualify which local materials were used and how these materials were produced. Respondent schools did not answer the question as to whether the materials were produced by the UPCPA faculty or their own.

Past observations made by Nieves (1972), de Guzman (1977), and Tancangco (1987) on this account reveal that local materials were almost singly produced by UPCPA. Some qualitative responses reconfirmed this view. Since only UPCPA among the respondent schools has a full-time faculty complement that engages in research, there is still an apparent reliance on UPCPA-produced materials.

Conclusions/Recommendations

Admittedly, the methodology for this paper failed to raise all the relevant questions about the subject matter. Too, not all the questions raised were answered by respondent schools. The conclusions and corresponding recommendations are therefore tempered to the available data from the library research, the survey, and the author's own experience and insights.

School Profile/Hiring and Faculty Development Policy

The school profile of seven respondent schools in Metro Manila indicates that except at UPCPA and CEU, all Public Management education programs are graduate in nature. By implication, and by practice as well, faculty recruitment requires that teachers must possess post-baccalaureate degrees. This is well and good.

However, one notes that except at UPCPA where a full-time faculty complement is available, most of the faculty members in other schools are part-timers. An additional

note is that the faculty part-timers are aging—either of the retired, or about-to-retire variety. At the same time, the schools do not have a faculty development scheme in the real sense. Individual faculty members look for scholarship opportunities elsewhere, supported by external funding agencies. There is a hitch somewhere, because most opportunities require scholars to be *regular*, institutionally-based (full-time) staff members who shall render return service to the institution.

Recommendation. The schools should hire full-time faculty members, not only to replace the aging part time faculty but also to assume other academic functions such as research and extension. Fellowships for full-time faculty may then be explored.

Teaching Methods/Aids

Regardless of type of course, the lecture method is still the most pervasive, complemented by other traditional methods such as case studies, group workshops, and reports. In terms of teaching aids, the blackboard/whiteboard is of widespread use. In situations where appropriate, the use of computers and video is resorted to, although limited to a few institutions with some capability to acquire such facilities. Granted that traditional teaching methods are used, combining the methods with emerging technology could make the learning process more effective.

Recommendation. ASPAP may be a first mechanism to survey the current capabilities of member institutions and then to share resources and experience as in regular, yearly seminars on teaching methods and techniques.

Teaching Materials

It is gratifying to note that there is an increasing trend to utilize local textbooks and handouts in teaching PME. There is still a perceptible tendency for non-UPCPA faculty members to depend on the research and publications of the UPCPA faculty.

Recommendation. The recruitment and development of full-time faculty members in ASPAP institutions should, in the long-run decrease this dependence. Meanwhile, ASPAP might be a mechanism for encouraging collaborative research work, as in the form of a research consortium between regional institutions and UPCPA, or between regional institutions themselves that have some proven or potential capability to engage in research.

The sentiments about faculty development, teaching methods and techniques, and instructional materials have been expressed in similar, previous fora or occasions such as these. Why do these sentiments persist?

One is reminded of the commencement address by Dr. Dioscoro Umali at the University of the Philippines on 29 April 1990 when he exhorted the young graduates,

and other sectors in Philippine society to make one concerted move to save our physical and social environment from further deterioration. "Nineteen hundred ninety is your last decade," he said. Perhaps for ASPAP, the same warning applies.

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