

the core courses for the major field in the simplified structure. Another 3 out of the 15 units however is also a mandatory agricultural Economics subject, which the author has included under the Other Courses category of CHED, or added in the non-Economics core courses of UPLB because in this particular HEI, AgEcon is a separate program from Economics. The remaining units of the Specialized Electives were combined with the Free Electives, as these were freely chosen by the students, wherein the choice could be Economics or non-Economics subjects. The other required subjects, on the other hand, were combined with the Revitalized General Education Program (RGEP) courses, which includes PI 100, Sociology 10, Filipino 20, and English 10. For UPD, the other required subject, which is PI 100, was also combined with the RGEP courses. For BS Business Economics, the BA Core courses as well as the BA electives were included in the non-Econ subjects.

For the other HEIs, almost the same structure as what was already discussed per HEI applied. The other courses that were non-Economics were categorized under the Other Courses of CHED (i.e., Management courses for ADMU ABME, and Commerce and Finance courses for DLSU AE-MFI). The Free Electives were taken as a separate category so as to determine how much flexibility on choosing the subjects were given to students.

Tables 8 and 9 shows the simplified structure of the Economics program/s for each HEI as patterned to the categories of CHED (Table 8 in terms of the number of units while Table 9 in terms of percentages). The least number of units is attributed to the AB Economics Standard Program of ADMU, with 131 academic units, while BS in Applied Economics and BS in Commerce Major in Financial Management (AE-MFI) in DLSU has the most number of academic units. CDLB has a fixed curriculum since all the subjects were already prescribed and no choices were given for the students. San Beda is next to it since it has only one Economics Elective course choice while having the most number of units attributed to Economics subjects. The 81 units of Economics subjects vary, except that it has two subjects for Public Economics wherein Expenditure and Taxation were taken separately.

**Table 8. Simplified Economics Program Structure per HEI, in number of units per category**

Subjects	CHED	UPLB	UPD		CDLB	ADMU			DLSU	San Beda
			E	BE		H	S	ME		
GE	<b>63</b>	57	50	50	83	98	89	92	68	81
Major*	<b>45</b>	47	33	33	66	36	36	21	66	81
Other Courses	<b>18</b>	28	10	46	21	—	—	20	81	12
Free Electives	—	12	42	6	—	6	6	12	—	—
<b>Total</b>	<b>126</b>	144	135	135	170	140	131	145	215	174

\*values that were projected were the minimum Economics subjects that can be taken by the students per program, per HEI, should the student choose to pursue a second area of interest by getting non-Economics subjects for the Free Electives

**Table 9. Simplified Economics Program Structure per HEI, as percent of total units per category**

Subjects	CHED	UPLB	UPD		CDLB	ADMU			DLSU	San Beda
			E	BE		H	S	ME		
GE	<b>50.00</b>	39.58	37.03	37.03	48.82	70.00	67.94	63.45	31.63	46.55
Major*	<b>35.71</b>	32.64	24.44	24.44	38.82	25.71	27.48	14.48	30.70	46.55
Other Courses	<b>14.29</b>	19.44	7.41	34.07	12.35	—	—	13.79	37.67	6.90
Free Electives	—	8.33	31.11	4.44	—	4.29	4.58	8.28	—	—

Five out of the nine programs (UPLB BSE; CDLB; ADMU AB E(H), AB E(S), AB ME) have the second largest portion of their curriculum allotted for the Economics major subjects. In absolute terms however, ADMU AB ME has 21 units of Economics Major courses, which is the least compared to the other Economics programs studied. As shown in Table 6, CHED has set the minimum number of units for Economics major subjects at 45. HEIs that fall short below the minimum standard were UPD BS Economics and BS Business Economics, each having 33 units of Economics major subjects, and ADMU AB Economics Honors and Standard Program, each having 36 units of Economics major courses.

For the subjects categorized under Other Courses, the programs that have the most number of units for this category are DLSU AE-MFI (81 units) and UPD BS Business Economics (46 units), basically because these are not pure Economics programs in nature, thereby a relatively large portion of their curricula was attributed to other courses aside from Economics. UPD BS Economics has the largest number of units allotted for the Free Electives (42 units) which is relatively larger than the number of units for the Economics major subjects; this was for the purpose of allowing the students flexibility to choose or pursue a secondary area of interest.

The GE courses, on the other hand, had the most number of units for almost all of the programs, except for AE-MFI of DLSU wherein the Other Courses category has more units than the GE courses category (31.63% of the 215 academic units), and in San Beda wherein the GE courses has the same number of units with the Economics major subjects (81 units each). The highest percentage of GE is 70% of the curriculum for ADMU AB E(H).

### **Possible Improvements in the Provision of Economics Programs**

The HEIs in the study specified no problems regarding the provision of Economics Education. A particular HEI, though, specified a high turn-over of faculty as a major problem. This however would be on the scope of the policies set by the corresponding HEIs. However, there were certain aspects that were observed in this study regarding compliance with the standards set by CHED.

Universities and colleges were subjected to the Policies, Standards, and Guidelines (PSGs) set by CHED unless otherwise granted autonomy. CHED is noble in its aim of providing students the quality of education that passes the world standards and prepare them for global competition. Before a CMO is passed, the board of directors, comprised of university heads and consultants from a particular field of study concerned, meets and deliberates, especially with regards to the curriculum. For instance, Dr. Habito, former NEDA governor and Professor of Economics, was being consulted for the Economics program (Bukuhan, 2007). This implies that the formulation of the standards is much thought of before being agreed upon, and has passed several criteria and conditions. Implementation of such programs as was stated in the CMOs must be observed so that the quality of education that is aimed will be met. The intensity of the discrepancies from the minimum standards may imply some degree of deterioration in the quality of Economics Education that is expected to be given by the HEIs.

Upon the implementation of the CMOs, monitoring, and in this case, an intensified or enhanced monitoring is needed, for them to be sure that the quality is not being sacrificed with the unconformity with the set standards. The expected outputs will be uniform for all the graduates of Economics, and these graduates will have the needed basic foundations of Economics Education.

### **Summary and Conclusion**

Studies on Tertiary Economics Education in the Philippines are still in its infancy stage. Extensive studies regarding this were not widely held as the database, as well as the measures of assessing the inputs and outputs of Economics Education were not yet established. This study is an attempt to start reviewing what the state of Economics Education is, in the tertiary level in the Philippines, starting initially with the Higher Education Institutions (HEIs) in the Philippines.

As of 2007, there are 1,647 higher education institutions (HEIs) in the Philippines, among which, 51 have been identified to be providing Economics Education. This study selected five HEIs: the University of the Philippines Los Baños (UPLB), and the University of the Philippines Diliman for the public HEIs and Ateneo de Manila University (ADMU), De La Salle University (DLSU-Manila), and Colegio de Los Baños, for the private HEIs. ADMU and DLSU-Manila were autonomous from CHED, while CDLB is non-autonomous. The Economics curriculum of San Beda College was included in the study but only for the analysis of curriculum. The CHED standard Economics curriculum was used as the benchmark for comparison purposes.

The study found out that the department of Economics of the HEIs that were studied were, on the average, composed of more than 50% PhD and MS/MA graduates. The tuition fee rate per unit ranges from PhP225-PhP2,500. The average class size for all is acceptable on the average, since the

classes were not much crowded (averages of 40 for most of the HEIs). Almost all the HEIs have the facilities to aid them in teaching Economics like OHP and LCD projectors, and computer software. All the prescribed textbooks for the required Economics subjects (CHED minimum) were acquired by all the HEIs except CDLB.

Output of Economics Education cannot be easily assessed since the tools for doing so is not established at the present time, though this paper used data on enrollment, graduation, mean GWA of students and percentage of honor graduates as surrogate measures. Data on these, though, vary across the different HEIs bringing about inefficiency to obtain a consistent average for all.

Specific positions of the HEIs in the production curve cannot be assessed as of the moment since the measurements of inputs and outputs of Economics Education were merely analyzed descriptively, and the efficiency of using the inputs were not included in the scope of the study since this study is not yet developed in the Philippines. The fundamental components of Economics education were the subjects being offered or the curriculum content of the Economics programs. The GE courses were observed to have the dominant portion of most of the curricula. The numbers of Economics Core courses vary, as well as the Elective Courses. The fixed type of curriculum was that of CDLB while the most flexible is that of UPD. Free Electives were also given by some HEIs for an extensive flexibility of Economics students.

Specific undergraduate major curriculum is not defined as how it will be structured because undergraduate Economics majors pursue various careers. Economics Education was said to develop well-rounded students to hurdle tasks in the government, law, corporate world, in the academe, and entrepreneurial activities, among others. Basic foundations on Economics, which can be initially obtained from tertiary Economics Education, equip these students with theoretical knowledge and experience in practical applications in their said fields.

## **Recommendations**

Studies on Economics Education in the Philippines may have impacts on the formulation of policies, standards and guidelines of the different HEIs, especially on curriculum offerings. Through comparisons and contrasts of the Economics programs offered by the different HEIs, the focus of Economics Education could be observed. This study, though, was limited to only twelve different Economics curriculum from six HEIs due to time, budget, and proximity constraints. More findings could be obtained if a more extensive scope was considered. Including large universities, public or private, autonomous and non-autonomous would be beneficial for the development of this study.

Economics Education Production Function, in the Philippines could be devised if a Philippine-wide study on Economics Education is achieved.

This study is highly exploratory, as this topic is not yet developed in the Philippines (although the Philippine Economics Society has done studies regarding Economics textbooks issues). The measurements of the inputs and outputs that were used in this study were used in the descriptive analysis, yet measuring their respective efficiencies were not observed in this study. More HEIs are recommended to be studied, including the Economics program in UP Visayas (Miag-ao) so as to have a comparative analysis among programs in the UP system. Economics Education in other large universities in the Philippines like in University of Santo Tomas, University of Asia and the Pacific, and the Polytechnic University of the Philippines, among others, are also recommended to be included in further studies. Studying more schools would provide knowledge on where the bulk of Economics students in the Philippines are.

Regarding the outputs of Economics Education, studying the employment status of Economics graduates, which is now being initiated by the Department of Economics in UPLB, can be an efficient measure to assess the output of Economics Education; whether the graduates had practical use of their learning, or otherwise, and the statistics of employment of these graduates.

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