

Feasibility Study on the Offering of Bachelor of Science in Business Administration Major in Human Resource Management (BSBA-HRM) Program at Cronasia Foundation College, Inc.

Marites M. Cuyos, MBM and John Michael P. Castino, DM, LPT

Mindanao State University, General Santos City

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ABSTRACT

This study sought to assess the feasibility of offering Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) Program at Cronasia Foundation College, Inc. This study aims to analyze the market study, technical study, management study, financial study, and socio-economic study. Using an explanatory approach, data were gathered through survey questionnaires, key informant interviews, and documentary analysis involving senior high school learners, teachers, and parents. Based on the findings, the market study indicates a strong and favorable demand for the program among key stakeholders, particularly students and parents. The technical study demonstrates that CFCI is well-positioned to implement the BSBA-HRM program, with a strong foundation in both strategic planning and operational readiness. The management study highlights the importance of planning to address potential risks such as enrollment shortfalls, faculty shortages, and competition. Financially, the program is viable, indicating annual operational costs which is manageable, ensuring a strong return on investment. Overall, this feasibility study concludes that offering the BSBA-HRM program is both viable and timely.

Keywords: college program, senior high school, Cronasia Foundation College, Inc.

INTRODUCTION/RATIONALE

The growing need for qualified human resource professionals in the Philippines and worldwide underscores the importance of expanding and diversifying academic offerings in higher education. Human Resource Management has grown far beyond its traditional administrative roots. It now plays a strategic role in workforce planning, talent acquisition, employee relations, performance management, and staff development (ADP Philippines, 2023). According to the Philippine Statistics Authority (2023), the country's employment rate increased to 95.3% in March 2023, indicating a robust labor market that includes the human resource management sector.

To meet this shifting labor market, the Commission on Higher Education (CHED), through Memorandum Order No. 39, series of 2006, advocates for the establishment of specialized business programs that develop industry-relevant competencies. In Southern Mindanao, General Santos City stands out as a thriving economic center experiencing consistent growth in commerce and industry. This environment creates an urgent need for HR professionals who are not only academically equipped but also grounded in the local context.

In response, Cronasia Foundation College, Inc. (CFCI) is exploring the introduction of the Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM). This initiative aligns with CFCI's commitment to academic excellence and its role in community development. The proposed program is designed to equip students with in-depth knowledge in HR practices, including labor laws, compensation and benefits, talent management, and strategic workforce planning—preparing them for roles in the business, public, and non-profit sectors.

As General Santos City's economic landscape continues to grow, the demand for skilled HR practitioners rises, but there remains a limited number of institutions offering specialized HRM education in the region. Introducing the BSBA-HRM program will help bridge this educational gap and provide students with accessible, high-quality training tailored to the needs of modern workplaces.

This feasibility study aims to assess the practicality and long-term sustainability of offering the BSBA-HRM program at Cronasia Foundation College, Inc., by examining key elements such as market demand, the institution's readiness, financial resources, and compliance with CHED regulations. Through this analysis, CFCI intends to arrive at a well-informed decision regarding the implementation of the program, with the broader objective of developing competent HR professionals who can support the advancement of organizations within General Santos City and in other regions.

Legal Bases

This feasibility study for offering the Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) at Cronasia Foundation College, General Santos City, is grounded in several legal and regulatory frameworks governing Higher Education Institutions (HEIs) and business administration programs in the Philippines. These legal bases ensure that the proposed program complies with national policies, maintains quality standards, and meets accreditation requirements.

One of the primary legal foundations is Republic Act No. 7722, also known as the Higher Education Act of 1994, which established the Commission on Higher Education (CHED). This law mandates CHED to regulate and oversee higher education institutions. In the case of the BSBA-HRM program offering, this law ensures that the program adheres to its policies, standards, and guidelines (PSGs) and ensures academic excellence and industry relevance.

Complementing this, CHED Memorandum Order No. 17, series of 2017, specifically outlines the Policies, Standards, and Guidelines (PSGs) for the Bachelor of Science in Business Administration (BSBA) program, including specialized fields like Human Resource Management. This memorandum defines the curriculum structure, faculty qualifications, facilities, and instructional standards necessary to produce graduates equipped with competencies that align with industry demands.

In addition to education-specific policies, Republic Act No. 10667, also known as the Philippine Competition Act, plays a crucial role in ensuring that academic programs, including the BSBA-HRM, uphold fair competition and ethical practices. This legislation mandates that educational institutions provide quality programs that cater to both student needs and labor market demands. Another essential framework is Republic Act No. 10968, or the Philippine Qualifications Framework (PQF) Act, which standardizes qualifications across educational levels and industries. Ensuring that the BSBA-HRM curriculum aligns with the PQF allows students to develop skills recognized both locally and internationally, enhancing their employability and career growth.

Furthermore, the Labor Code of the Philippines (Presidential Decree No. 442, as amended) serves as a critical legal reference for human resource education. Given that HRM professionals must navigate employment regulations and labor laws, integrating key provisions of the Labor Code into the curriculum will equip students with legal and ethical competencies necessary for workforce management. Similarly, Republic Act No. 7796, also known as the Technical Education and Skills Development Act of 1994 (TESDA Law) underscores the importance of practical training, industry certifications, and internships—elements that should be incorporated into the BSBA-HRM program to enhance students' workforce readiness.

Finally, adherence to the General Education Curriculum (GEC) requirements, as stipulated in CHED Memorandum Order No. 20, series of 2013, ensures a well-rounded education. This mandate integrates general education courses with specialized HRM subjects, allowing students to develop not only technical knowledge but also essential skills in communication, ethics, leadership, and critical thinking. By aligning

with these legal and regulatory frameworks, the BSBA-HRM program at Cronasia Foundation College guarantees academic quality, compliance with national standards, and the production of competent and ethical HR professionals capable of contributing effectively to the business sector.

Significance of the Study

This feasibility study on offering the Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) Program at Cronasia Foundation College, General Santos City, is essential in evaluating the potential benefits of the program for various stakeholders. This study provides valuable insights that can contribute to the institution's academic development, policy making, and the overall enhancement of business education.

The School Administrators. This study serves as a strategic guide for the CFCI administrators in making informed decisions regarding the establishment of the BSBA-HRM program. It provides data on market demand, financial sustainability, and resource requirements, enabling them to determine the feasibility of the program and ensure its alignment with institutional goals and national educational standards.

The Commission on Higher Education (CHED). This study supports CHED's mission of ensuring quality and industry-relevant education in the Philippines. By analyzing the feasibility of offering a BSBA-HRM program, this study aids CHED in evaluating the compliance of Cronasia Foundation College with educational policies, curriculum standards, and accreditation requirements, contributing to the overall improvement of higher education in the region.

The Teachers and Faculty Members. This study provides insights into faculty development programs, training opportunities, and resource allocation to enhance the teaching and learning experience. Additionally, it creates opportunities for faculty members to engage in industry collaborations and research undertaken related to human resource management practices.

The Students. This study provides them with access to quality education, practical training, and career development opportunities. The establishment of the BSBA-HRM program will equip students with the necessary knowledge and skills to become competent HR practitioners, enhancing their employability and career growth.

The Researchers. This study serves as a valuable reference for future researchers conducting similar feasibility studies or exploring topics related to business education, human resource management, and higher education program development. It provides a foundation for further research on curriculum effectiveness, student outcomes, and industry partnerships in business administration programs.

Project Objectives

This feasibility study on offering the BSBA-HRM at Cronasia Foundation College, General Santos City, aimed to evaluate the viability, sustainability, and impact of establishing the program. The study was guided by the following objectives:

On the Market Study: Educational Needs and Market Analysis

Identify the potential number of students who will enroll in the proposed BSBA-HRM program;

Determine the level of interest of the prospect enrollees in the BSBA-HRM program at Cronasia Foundation College;

Identify the field of study that the prospective enrollees should be prioritized; and

Identify the factors that influence the learners in choosing the BSBA-HRM program.

On the Technical Study: Strategic Planning and Sustainability

Develop an organizational chart that outlines the teaching and non-teaching, class schedules;

Ensure the proposed BSBA-HRM curriculum aligns with the professional and academic standards of the Commission on Higher Education;

Evaluate the infrastructure and resources required, including facilities, classrooms, equipment, and qualified faculty;

Assess the program's readiness to meet CHED requirements and approval; and

Establish collaborations with industry partners and organizations to provide internships that enhance students' hands-on training and real-world experience.

On the Management Study: Risk Assessment and Mitigation Strategies

Identify risk potentials associated with the implementation of the BSBA-HRM; and

Develop or recommend mitigation strategies to address the implementation and operation of the program.

On the Financial Study: Financial Projections and Cost-Benefit Analysis

Propose budget allocations to support and sustain the BSBA-HRM program, ensuring that resources are available for long-term operational needs without compromising institutional stability; and

Propose tuition income, enrollment forecasts, and operational expenses to measure the financial viability of the program.

On the Decision to Implement the Proposed BSBA-HRM Program

Provide recommendations to facilitate the implementation of the BSBA-HRM Program at Cronasia Foundation College.

Theoretical Lens

This feasibility study for offering the Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) Program at Cronasia Foundation College, General Santos City, was anchored on several interrelated theories that support educational program development, market responsiveness, and organizational decision-making.

Human Capital Theory, introduced by Becker (1964), posits that investments in education and training enhance individual productivity and contribute to economic growth. Recent studies affirm this theory's relevance. Égert et al. (2024) developed a macroeconomic measure of human capital, combining education quality and quantity, and found that improvements in educational quality significantly boost productivity. Similarly, Mendoza and Villanueva (2023) emphasized that sustained investments in education and training enhance individual productivity and national economic performance. These findings underscore the importance of specialized programs like BSBA-HRM in fostering a skilled workforce aligned with market demands.

Market Demand Theory, attributed to Mincer (1974), suggests that the supply of skilled labor is influenced by market needs. Recent analyses highlight the growing emphasis on skill-based hiring over formal qualifications. Bone et al. (2023) observed that employers increasingly prioritize specific skills, particularly in AI and green jobs, over traditional degrees. This shift indicates a need for academic programs that equip students with market-relevant skills, reinforcing the applicability of BSBA-HRM in addressing current labor market trends.

Institutional Isomorphism, as described by DiMaggio and Powell (1983), explains how organizations become similar due to coercive, mimetic, and normative pressures. In higher education, these pressures manifest through accreditation standards and global educational norms. Zapp and Ramirez (2019) discussed the formation of a global higher education regime, highlighting the role of international accreditation agencies in promoting uniformity among institutions. Coutet (2022) further examined how accreditation processes contribute to institutional homogeneity, often at the expense of innovation. These insights suggest that adopting programs like BSBA-HRM aligns institutions with prevailing educational standards and expectations.

The Resource-Based View, proposed by Barney (1991), emphasizes leveraging unique organizational resources for competitive advantage. In the context of higher education, Wang, Criado, and van Hemmen (2024) analyzed factors influencing Chinese universities to offer MOOCs, finding that internal capabilities such as faculty expertise and technological infrastructure play a crucial role. Applying RBV to Cronasia Foundation College implies assessing its internal resources to ensure the successful implementation and sustainability of the BSBA-HRM program.

Finally, the Transformation-Process Model, introduced by Prahalad and Sharma (1982), emphasizes the efficient conversion of institutional inputs—such as faculty, infrastructure, curriculum, and financial resources—into valuable outputs, particularly competent graduates. Though direct applications of the model in educational research remain limited, recent studies underscore its relevance in evaluating institutional effectiveness. For instance, Kaur et al (2021) used Data Envelopment Analysis to assess how provincial universities in Thailand utilized their resources, highlighting the impact of technological change and resource allocation on academic productivity. Similarly, Benavides, Arias, and Burgos (2022) proposed a digital transformation implementation model for higher education institutions, emphasizing the need for integrated processes and infrastructures to enhance academic management and learning outcomes. The report of OECD (2020) also emphasizes that institutional performance is increasingly determined by how efficiently educational inputs are managed and transformed to meet the dynamic demands of the labor market. In the context of the BSBA-HRM program at Cronasia Foundation College, Inc., the model supports the need to streamline academic and administrative processes to ensure that the institution produces graduates who are industry-ready and aligned with market expectations.

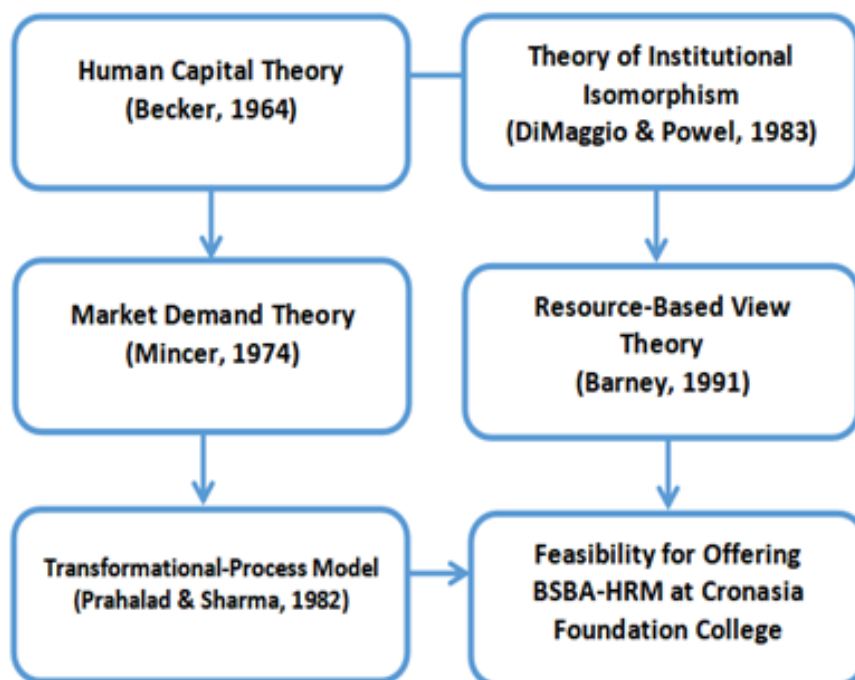


Figure 1. Theoretical Framework

METHODOLOGY

Research Design

This study was a descriptive employing an explanatory sequential mixed-methods research design to assess the feasibility of offering the BSBA-HRM program at Cronasia Foundation College, Inc. The design integrated both quantitative and qualitative approaches, allowing for a comprehensive and data-informed evaluation of the proposed BSBA-HRM program.

The initial phase of the study utilized a descriptive quantitative research design. Data were gathered from senior high school learners, parents, and teachers through structured survey questionnaires. This phase aimed to identify prevailing trends, measurable indicators, and general perceptions related to the potential implementation of the BSBA-HRM program. As mentioned by Chidauske, (2024), descriptive research is instrumental in systematically presenting data that reflect the level of interest, perceived relevance, and institutional capacity for the program.

Subsequently, the qualitative phase was conducted with the selected teachers and parents involving key informant interviews. This phase was designed to explore deeper insights and contextual understanding of the patterns observed in the quantitative data. The qualitative responses helped uncover nuanced perspectives regarding stakeholder expectations, perceived challenges, and potential benefits of introducing the BSBA-HRM program. Key informant interviews are widely recognized for their ability to provide in-depth perspectives from individuals possessing specialized knowledge pertinent to the research topic (Luetke Lanfer et al., 2024; Donnelly et al., 2023).

Finally, by employing this sequential design, the study effectively combined the statistical generalizability of quantitative data with the interpretive depth of qualitative input. This methodological approach aligns with Creswell and Plano Clark (2018) underscore that mixed-methods approach is efficient when researchers aim to explore the underlying reasons behind statistical results, allowing for a more comprehensive interpretation of the data.

Data Gathering Procedure

Before the study commenced, a letter of permission was secured and addressed to the School Administrator of Cronasia Foundation College. The School Principal also approved the researcher's conducting surveys and interviews with senior high school learners. The quantitative aspect of the study involved distributing surveys to senior high school learners, teachers, and parents. Meanwhile, the qualitative component consisted of Key Informant Interviews (KII) with five teachers and five parents to collect pertinent information for the program's implementation.

Additionally, document analysis was performed, involving a review of Legal Bases, Commission on Higher Education Memorandum Orders, enrollment trends, and financial projections. The researcher ensured that all collected data were confidential and used solely for this feasibility study. Subsequently, the data were processed, tallied, analyzed, and subjected to appropriate statistical treatments.

Locale of the Study

The study was conducted at Cronasia Foundation College, Pioneer Avenue, General Santos City. The institution offers various academic course programs, including Education, Information Technology, Humanities and Social Sciences and Criminology, all recognized by the Commission on Higher Education. The college was recognized for its commitment to providing quality education. It is continuously expanding

its academic offerings to cater to the growing demands of students and industries in the region. The institution is known for its tagline, "*Dito sa Cronasia, Angat Ka*," which reflects its commitment to empowering students through quality education and holistic development.

Respondents and Informants

The respondents of this study included senior high school learners, college teachers, and parents from Cronasia Foundation College, Inc. in General Santos City. Random sampling was employed to gather a representative sample from the larger population of 218 Grade 11 learners, 25 teachers, and 15 parents. The teachers included in the study were full-time faculty members of Cronasia Foundation College who were employed regularly, ensuring that they had the necessary experience and knowledge to provide valuable insights. The parent participants were those whose children were currently enrolled at the institution, ensuring that their feedback was relevant to the study's focus on academic offerings and institutional needs.

The Key Informant Interviews (KIIs) used a convenience sampling involving 5 college teachers and 5 parent-participants. The rationale for using convenience sampling in the KIIs was to gain deeper insights from a smaller, more specific group of teachers and parents who could provide detailed, qualitative information on the feasibility of the proposed BSBA-HRM program.

Instrument

This feasibility study utilized a self-made survey questionnaire as the primary research instrument to collect data from the respondents. The questionnaire was designed to assess the demand, viability, and potential impact of offering the BSBA-HRM Program at Cronasia Foundation College, General Santos City. The survey included closed-ended questions using a Likert scale to measure respondents' level of interest, perceived importance, and expectations regarding the BSBA-HRM program.

The questionnaire is composed of three parts: Part I rated by students, assessed their interests, perceptions, and influences in choosing the BSBA-HRM program; Part II, rated by teachers, evaluated their perceptions on institutional capability; and Part III, rated by parents, focused on their preferences and expectations of the program.

Additionally, to ensure validity and reliability, the instrument was reviewed and validated by the assistant principal, program heads, quality assurance director, and college registrar director, before deployment. The collected quantitative data were subsequently analyzed using descriptive statistics, including frequency counts, percentages, and means. The qualitative data were transcribed, coded, and analyzed using thematic analysis. This approach facilitated the interpretation of participants' perspectives and experiences related to the proposed BSBA-HRM program.

RESULTS AND DISCUSSIONS

Market Study: Educational Needs and Market Analysis

This section presents an analysis of the potential students who are likely to enroll in the proposed BSBA-HRM program. It also includes information regarding their interest, priority, perceptions, influences, and readiness in selecting the BSBA-HRM program.

On the Number of Target Students Who Were Interested in the Proposed Course Program

The respondents' responses about their interests in the course program BSBA-HRM being offered at Cronasia Foundation College, General Santos City.

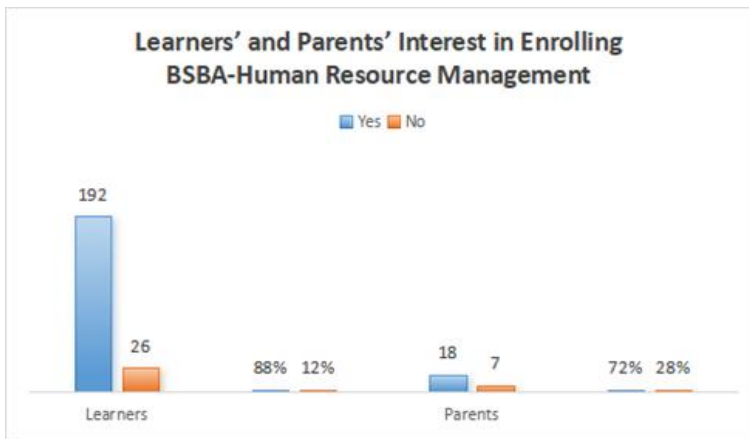


Figure 2 Learners' and Parents' Interest

The findings in Figure 2 indicate strong support for the proposed BSBA-HRM program. A significant 88% of learner-respondents expressed willingness to enroll, while a small fraction of 12% opposing the idea. Among parents, 72% supported the program, while just 28% opposed it. Notably, 210 affirmative responses far outweigh the 33 negative ones, signaling high market interest—especially from learners, the program's primary beneficiaries. This enthusiasm suggests that the proposed BSBA-HRM offering aligns well with students' educational and career goals.

The favorable responses from parents, though smaller in number, add important weight, as their influence often guides students' academic decisions. These results are consistent with the findings of Bautista and Tagayuna (2022), who highlighted the importance of parental support in shaping students' educational pathways in the Philippine context. Similarly, Cruz and Manalo (2021) emphasized that aligning academic offerings with student aspirations and industry relevance enhances enrollment viability. Backed by recent recommendations from Reyes, Santos and Lim (2023) on the importance of data-informed planning, these findings affirm that launching the BSBA-HRM program at Cronasia Foundation College is both timely and strategically sound, with strong community endorsement.

On the Field of Study that the Learners Should Prioritize

The respondents answered indicating the priority course program being offered at Cronasia Foundation College.

Figure 3 presents data on students' preferred academic programs, revealing that a significant proportion of 121 students (56%) identified the Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) as their top choice. Meanwhile, only 24 students (11%) indicated a preference for the Bachelor of Science in Secondary Education, marking it as the least favored among the options provided.

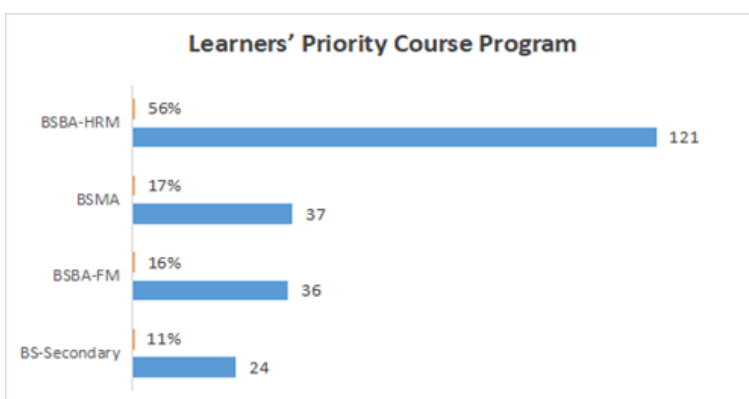


Figure 3 Respondents' Priority Course Program

These findings have important implications for academic planning and program development. According to Santos and Villanueva (2022), the growing inclination among Filipino students toward business-related degree programs is largely driven by favorable perceptions of employability, salary potential, and opportunities for entrepreneurship. The declining interest in education-related programs may reflect broader concerns regarding workload, job stability, and relatively lower compensation in the teaching profession, as observed by De Guzman and Ramos (2021).

The clear preference for BSBA-HRM among students aligns with evolving labor market demands and signals a need for institutions to realign academic offerings with both student aspirations and industry trends. As Navarro and Cruz (2023) emphasize, higher education institutions must adopt agile strategies in curriculum planning and program development to remain responsive to dynamic market needs. Thus, prioritizing the BSBA-HRM program at Cronasia Foundation College, Inc. is not only a data-informed decision that reflects current enrollment trends but also a proactive initiative to meet the increasing demand for competent human resource professionals in both national and global contexts.

Respondents' Perceptions on the Course Program Offered

The learners' perception of the BSBA-HRM program being offered at Cronasia Foundation College.

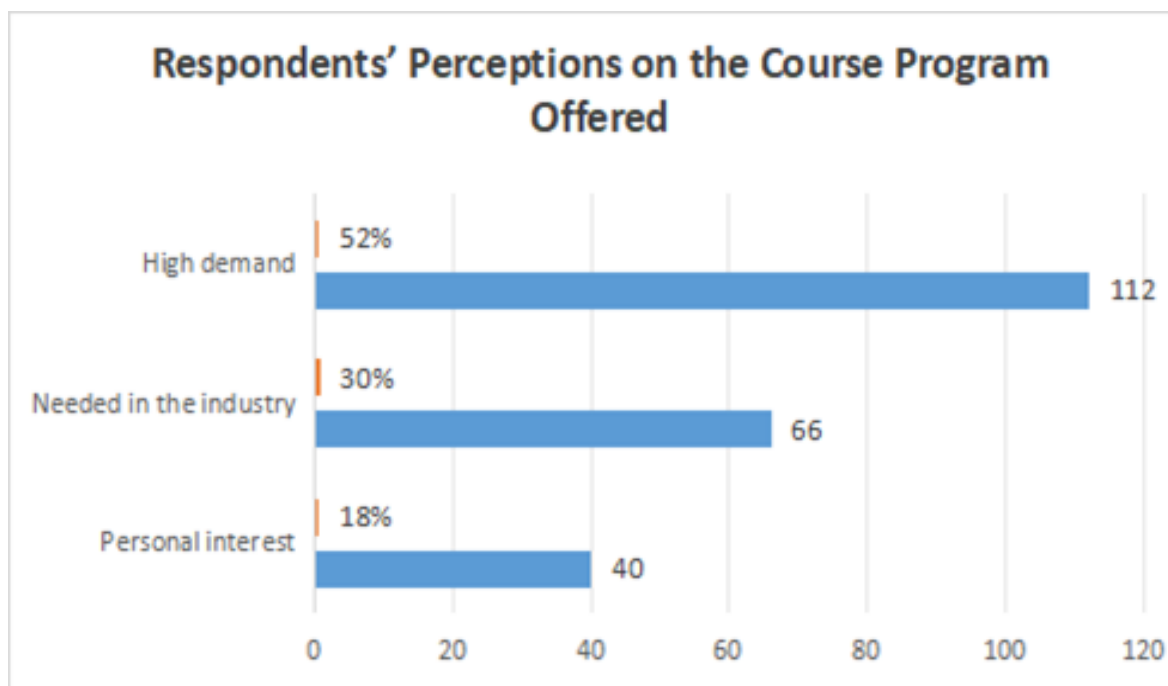


Figure 4 Respondents' Perceptions on the Course Program Offered

The data in Figure 4 reveals the learners' perception of the course program offered provides valuable insights into the motivations behind students' interest in the proposed BSBA-HRM program. Among the key factors identified, the majority of respondents believe that the course has a high demand (52%). Meanwhile, 40 learners (18%) expressed personal interest as their main reason for supporting the program. While this group is smaller compared to the other categories, it still represents a significant portion of the student population.

Overall, the data demonstrates a well-rounded perception of the BSBA-HRM course. Students are drawn to it not only because of the career opportunities it offers but also because of its industry relevance and their enthusiasm for the field. These findings reinforce the viability of offering the BSBA-HRM program, showing that it aligns with both market realities and student aspirations.

Recent related literature supports the growing appeal of business-related programs like BSBA-HRM among students, primarily due to their alignment with career prospects and industry demand. According to Mercado and Bautista (2021), students tend to favor courses that offer clear employment pathways, professional

growth, and relevance in today's dynamic job market. Human Resource Management has gained traction as organizations increasingly recognize the strategic role of HR in driving organizational performance and employee engagement (Tolentino & Ramos, 2022). Furthermore, Reyes and Santos (2020) assert that student interest is heightened when academic programs resonate with personal interests and perceived societal value, reinforcing the connection between passion and career preparation.

The qualitative results aligns well with educational trends and labor market needs, ensuring both relevance and sustainability.

Additionally, the qualitative data from the parents-participants through key informant interviews (KIIs) supports these findings. For instance, KII-1 believed that Human Resource Management is an in-demand course in the industry.

“Aware ko nga ang Human Resource Management nga kurso kailangan jud sa atong industry daku kaayo ni nga tabang especially sa mga dagkung kompanya.” (KII-1, P1)

Similarly, KII-2 echoed support for the implementation of the program, noting that it can create more future job opportunities.

“Nindot jud kong ma-offer jud ni nga kurso sa Cronasia kay sa tinood lang, halos tanan nga nakahuman sa Cronasia makakita dayun ug trabaho. Like dili jud ma-stambay sa balay...parehas sa akong pag-umangkon nakahuman gud ma'am OJT pa lang siya pero naganahan na ang iyahang supervisor sa iyahang performance....so nindot jud ni na kurso.” (KII-2, P2)

Meanwhile, KII-3 observed that some companies have Human Resource; however, it does not align with their educational attainment.

“Ako mam kay na-observe jud naku nga kasagaran sa mga dagku nga kompanya kay naay HR pero dili man mao ang nahumanan.” (KII-3, P3)

The Key Informant Interviews (KII) highlighted strong support for the BSBA-HRM program, emphasizing its potential to meet the demand for skilled HR professionals in the region. Participants noted that such a program would align education with industry needs but also create more job opportunities, as many Cronasia graduates find employment quickly. However, a gap was observed where some companies have HR departments, but the qualifications of their staff do not match the job requirements, underscoring the need for specialized HR education.

The findings support the KII observation that many HR departments in companies lack staff with the necessary qualifications. Additionally, Soehren (2023) highlight the need for HR education that prepares professionals for strategic roles, further reinforcing the need for the BSBA-HRM program to align educational qualifications with industry demands.

Factors that Influence the Learners' Choice

The factors that influence the learners' choice to enroll in the proposed BSBA-HRM program at Cronasia Foundation College.

Figure 5 highlights additional data on factors influencing learners' decision to enroll in the proposed BSBA-HRM program further strengthens the case for its implementation. Among the respondents, career opportunities emerged as the most significant factor, with 85 learners (39%) citing it as their primary consideration. The second most cited factor was scholarship availability, identified by 69 students (32%), suggesting that financial aid plays a critical role in making higher education accessible. Meanwhile, tuition fees ranked third, with 48 respondents (22%) expressing concern about affordability. Additionally, only 16

learners (7%) selected location as an important factor. This implies that students are willing to travel or relocate if the program meets their academic and career expectations.

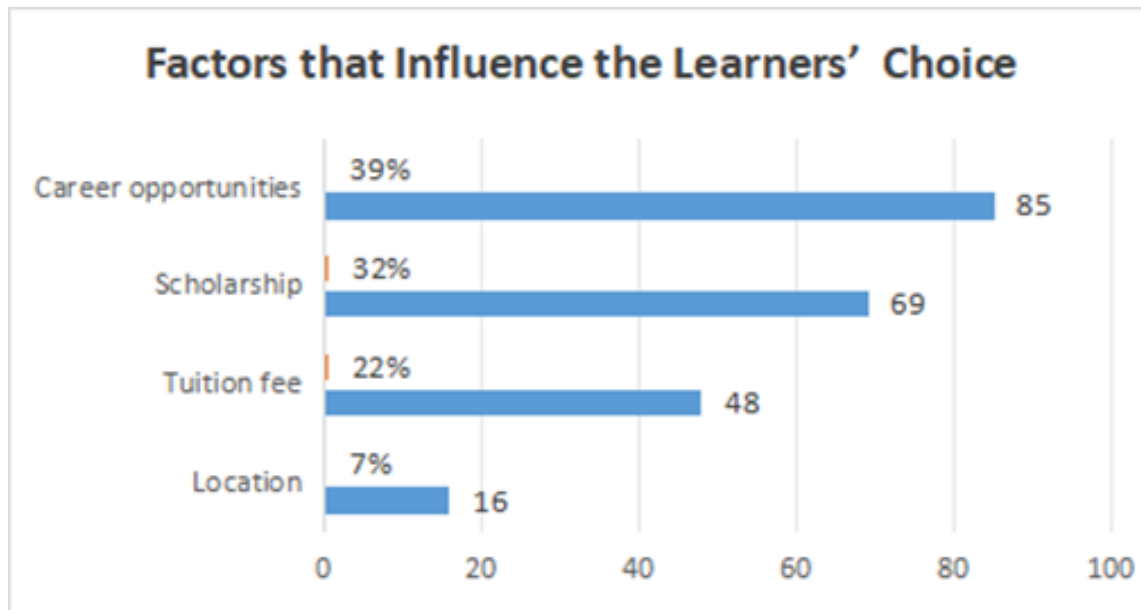


Figure 5 Factors that Influence the Learners' Choice

Overall, the data highlights that learners value a program that offers clear career pathways, financial support, and affordability. These factors, coupled with the high interest in BSBA-HRM shown in previous results, suggest that the program aligns well with student needs and priorities, and its introduction would likely be met with strong enrollment and sustained interest.

On the other hand, the teacher-participants through key informant interviews (KIIs) were also asked other possible factors to ensure the successful implementation of the program.

“Siguro ma’am...kanang magconduct ug career guidance ang school. Kani nga pamaagi kay nindot ...ug mao ni atong naandan na diri sa Cronasia ang mag career guidance. Ikaduha, tan-awon pod siguro ang job opportunities sa maong kurso kung need ba jud sa atong lugar.” (KII-1, T1)

Meanwhile, KII-5 stated that the school should hire additional teachers with experience in human resource and with proper training.

“Para masiguro nga successful ang proposed course siguro dapat ang teacher...kay kanang naay knowledge and skills jud sa HR...atong ehconsider ang magtudlo nga naa jud matun-an ang estudyante....hmmm...dili pwede na ok na biskan related course lang nahumanan...iba man gud kung may training si teacher kay mas daghan siya ma-input sa mga estudyante.” (KII-2, T2)

“Nindot ma’am kung atong teachers kay nagapractice jud ug naay proper trainings and seminars...especialy sa mga subjects like laws and labor, compensation and benefits, evaluation of personnel kay para daghan ma input sa atong students.” (KII-3, T3)

“Dapat naay training ang faculty...ug strengthen ang faculty like kung unsa ang specialized subjects nila mao na dapat ang ihatag.” (KII-5, T5)

“Siguro mam kay dapat ang atong curriculum align jud sa unsa ang need sa industry ug ang facilities pod diay mam.” (KII-4, T4)

The insights from key informant interviews (KIIs) emphasize the critical role of faculty competence, industry-aligned curriculum, and adequate facilities in the successful implementation of the proposed BSBA-

HRM program. Teachers and stakeholders clearly express the need for instructors with specialized training, relevant industry experience, and exposure to updated HR practices, especially in subjects such as labor laws, compensation, and personnel evaluation.

This aligns with the findings of Dela Cruz and Limpin (2021), who underscore that faculty qualifications and practical experience are essential factors in delivering quality business education. Similarly, Bautista and De Mesa (2022) argue that industry-based training for faculty members enhances instructional quality and student employability by ensuring that course content reflects current trends and demands in the workplace.

Moreover, respondents' emphasis on curriculum relevance and facility readiness supports the study of Reyes, Velasco and Lim (2020), which points out that higher education institutions must adopt a demand-driven curriculum and provide learning environments conducive to practical application. When faculty expertise and institutional infrastructure are aligned with labor market requirements, students gain not only theoretical knowledge but also practical competencies that prepare them for the workforce.

Therefore, the implications of these qualitative responses highlight the importance of strategic faculty development, targeted curriculum design, and continuous investment in physical and learning resources. These elements are not only critical to the success of the BSBA-HRM program but also consistent with best practices in higher education delivery, as supported by current literature.

Institution's Readiness

Table 1 presents the institution's readiness to offer the BSBA-HRM program based on key indicators evaluated through a mean score system. All aspects received a descriptive rating of "Ready," suggesting that the institution is adequately prepared to implement the proposed program. Faculty expertise scored the highest with a mean of 4.20, CHED compliance got 3.90, library resources got 3.80, industry partnership with a mean of 3.65, and classroom facilities with a mean of 3.60. Moreover, the general weighted mean of 3.83 confirms the overall institutional preparedness to launch the BSBA-HRM program. This data provides strong evidence of the school's capability to meet academic, operational, and regulatory demands, further supporting the feasibility and potential success of the proposed offering.

This finding supports the work of Aquino and dela Cruz (2021), who argue that a comprehensive readiness assessment, including facilities, faculty, and adherence to regulatory requirements, is essential for new offerings to thrive. Additionally, Villanueva and Reyes (2022) emphasize that institutional capacity, measured through resources, infrastructure, and faculty qualifications, directly influences a program's ability to attract students and meet industry standards. In this case, the high preparedness not only reflects CFCI's ability to provide the necessary resources but also suggests that the institution can adapt to the dynamic needs of the HR industry, ensuring that the BSBA-HRM program remains relevant and effective.

Table 1 Institution's Readiness

| Indicators | Mean | Description |
|------------------------------|-------------|--------------|
| Faculty expertise | 4.20 | Ready |
| Classroom facilities | 3.60 | Ready |
| Library resources | 3.80 | Ready |
| CHED compliance | 3.90 | Ready |
| Industry partnership | 3.65 | Ready |
| General weighted mean | 3.83 | Ready |

On the Technical Study: Strategic Planning and Sustainability

The technical study examines the operational and infrastructural requirements necessary for the implementation of the proposed BSBA-HRM program.

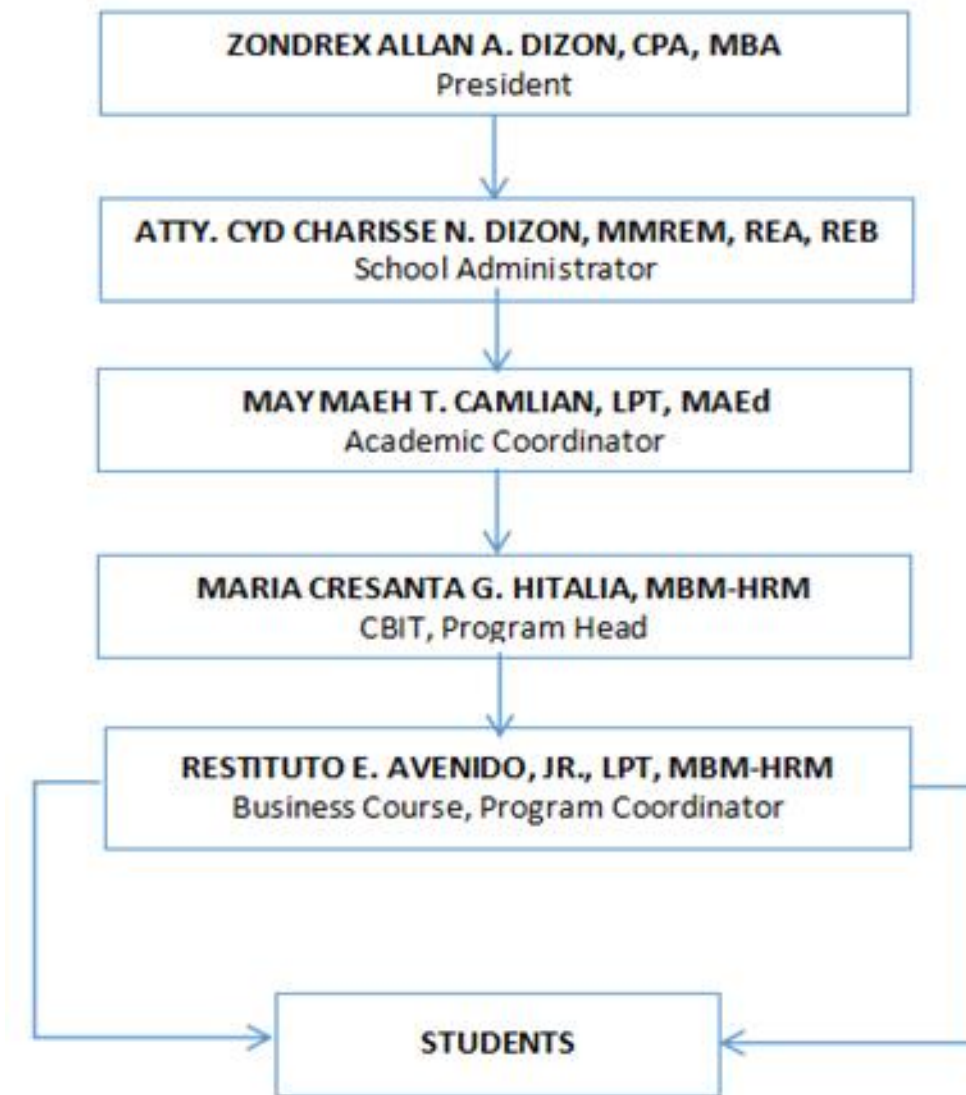


Figure 6 Proposed Organizational Chart

Curriculum and Program Structure

The BSBA-HRM program must align with the standards set by the Commission on Higher Education (CHED) under CMO No. 17, series of 2017 for Business Administration programs. To achieve this, the curriculum should comply with the minimum of **122** prescribed units, which were broken down into the following:

Table 2 Minimum Units Prescribed

| Course | Minimum Units Prescribed |
|---------------------------------------|--------------------------|
| 1. General Education Courses | 36 units |
| 2. National Service Training Program | 6 units |
| 3. Physical Education Courses | 8 units |
| 4. Common Business Management Courses | 6 units |
| 5. Business Administrative Core | 24 units |
| 6. Professional Major | 24 units |
| Electives | 12 units |
| Internship (600 hours) | 6 units |
| Total Units | 122 units |

This feasibility study proposes the following class program from the First Year to the Fourth Year.

| First Year - 1st Semester | | | | Academic Year: 2026-2027 | |
|---------------------------|-----|------------|-------------------------------------|--------------------------|--------------------|
| Time | Day | Course No. | Descriptive Title | Units | Facilitator |
| 7:00-8:00 | MWF | GE 1 | Understanding the Self | 3 | Charlotte Langgong |
| 8:00-9:00 | MWF | GE 2 | Readings in Philippine History | 3 | May Maeh Camlian |
| 9:00-10:00 | MWF | GE 2 | The Contemporary World | 3 | Charyn Bangcong |
| 10:00-11:00 | MWF | GE 4 | Mathematics in the Modern World | 3 | Kimberly Peraman |
| 7:00-8:30 | TTH | CORE 1 | Basic Microeconomics | 3 | Kristine Cabrera |
| 8:30-10:00 | TTH | GEL 1 | Mathematics, Science & Technology | 3 | Kimberly Peraman |
| 10:00-11:00 | TTH | PE 1 | Physical Education 1 | 2 | Rene Gortisano |
| 11:00-12:30 | TTH | NSTP 1 | National Service Training Program 1 | 3 | Allan Sardalla |
| TOTAL UNITS | | | | 23 | |

| First Year - 2nd Semester | | | | Academic Year: 2026-2027 | |
|---------------------------|-----|------------|--|--------------------------|----------------------|
| Time | Day | Course No. | Descriptive Title | Units | Facilitator |
| 7:00-8:00 | MWF | GE 5 | Purposive Communication | 3 | Charissa Mae Behiga |
| 8:00-9:00 | MWF | GE 6 | Art Appreciation | 3 | May Maeh Camlian |
| 9:00-10:00 | MWF | GE 7 | Science, Technology, and Science | 3 | Wowie Agustin |
| 10:00-11:00 | MWF | PROF 1 | Administrative & Office Management | 3 | Ma. Cresanta Hitalia |
| 7:00-8:30 | TTH | CORE 2 | Business Law (Obligations & Contracts) | 3 | Kristine Cabrera |
| 8:30-10:00 | TTH | GEL 2 | Social Science and Philosophy | 3 | Charlotte Langgong |
| 10:00-11:00 | TTH | PE 2 | Physical Education 2 | 2 | Rene Gortisano |
| 11:00-12:30 | TTH | NSTP 1 | National Service Training Program 2 | 3 | Allan Sardalla |
| TOTAL UNITS | | | | 23 | |

| Second Year - 1st Semester | | | | Academic Year: 2027-2028 | |
|----------------------------|-----|------------|---|--------------------------|------------------------|
| Time | Day | Course No. | Descriptive Title | Units | Facilitator |
| 7:00-8:00 | MWF | GE 8 | Ethics | 3 | Jessa Marie Samillan |
| 8:00-9:00 | MWF | CORE 3 | Taxation (Income Taxation) | 3 | Marites Cuyos |
| 9:00-10:00 | MWF | GEL 3 | Arts and Humanities | 3 | May Maeh Camlian |
| 10:00-11:00 | MWF | PROF 2 | Labor and Legislation | 3 | Ma. Cresanta Hitalia |
| 7:00-8:30 | TTH | CORE 4 | Good Governance and Social Responsibility | 3 | Ella Jessa Tomampas |
| 8:30-10:00 | TTH | PROF 3 | Recruitment and Selection | 3 | Restituto Avenido, Jr. |
| 10:00-11:00 | TTH | PE 3 | Physical Education 3 | 2 | Rene Gortisano |
| TOTAL UNITS | | | | 20 | |

| Second Year - 2nd Semester | | | | Academic Year: 2027-2028 | |
|----------------------------|-----|------------|-------------------------------|--------------------------|------------------------|
| Time | Day | Course No. | Descriptive Title | Units | Facilitator |
| 7:00-8:00 | MWF | GE 9 | Rizal's Life and Works | 3 | May Maeh Camlian |
| 8:00-9:00 | MWF | CBME 1 | Strategic Management | 3 | Rosso Cuyos |
| 9:00-10:00 | MWF | CORE 5 | Human Resource Management | 3 | Maia Cresanta Hitalia |
| 10:00-11:00 | MWF | PROF 4 | Training and Development | 3 | Restituto Avenido, Jr. |
| 7:00-8:30 | TTH | PROF 5 | Compensation & Administration | 3 | Kristine Cabrera |
| 8:30-10:00 | TTH | ELEC 1 | Management | 3 | Joan Espinosa |
| 10:00-11:00 | TTH | PE 4 | Physical Education 4 | 2 | Rene Gortisano |
| TOTAL UNITS | | | | 20 | |

| Third Year- 1st Semester | | | | Academic Year: 2028-2029 | |
|--------------------------|-----|------------|----------------------------------|--------------------------|------------------------|
| Time | Day | Course No. | Descriptive Title | Units | Facilitator |
| 7:00-8:00 | MWF | ELEC 2 | Managerial Accounting | 3 | Kristine Cabrera |
| 8:00-9:00 | MWF | CORE 6 | International Business and Trade | 3 | Joan Espinosa |
| 9:00-10:00 | MWF | CORE 7 | Research 1 | 3 | Queencyfaith Montañó |
| 7:00-8:30 | TTH | PROF 6 | Labor Relations & Negotiations | 3 | Restituto Avenida, Jr. |
| 8:30-10:00 | TTH | CBME 2 | Operations Management | 3 | Rosso Cuyos |
| TOTAL UNITS | | | | 15 | |

| Third Year - 2nd Semester | | | | Academic Year: 2028-2029 | |
|---------------------------|-----|------------|---|--------------------------|------------------------|
| Time | Day | Course No. | Descriptive Title | Units | Facilitator |
| 8:00-9:00 | MWF | ELEC 3 | Marketing Management | 3 | Rene Gortisano |
| 9:00-10:00 | MWF | CORE 8 | Research 2 | 3 | Queencyfaith Montañó |
| 10:00-11:00 | MWF | PROF 7 | Special Topics in Human Resource Management | 3 | Maria Cresanta Hitalia |
| TOTAL UNITS | | | | 9 | |

| Fourth Year- 1st Semester | | | | Academic Year: 2029-2030 | |
|---------------------------|-----|------------|----------------------------|--------------------------|----------------------|
| Time | Day | Course No. | Descriptive Title | Units | Facilitator |
| 8:00-9:00 | MWF | ELEC 4 | Project Management | 3 | Noraliza Luyang |
| 9:00-10:00 | MWF | PROF 8 | Organizational Development | 3 | Ellah Jessa Tomampas |
| TOTAL UNITS | | | | 6 | |

| Fourth Year - 2nd Semester | | | | Academic Year: 2029-2030 | |
|----------------------------|-------|------------|------------------------|--------------------------|------------------------|
| Time | Day | Course No. | Descriptive Title | Units | Facilitator |
| 8:00-5:00 | Daily | INTERN | Internship (600 hours) | 6 | Restituto Avenida, Jr. |
| TOTAL UNITS | | | | 6 | |

Physical and Technological Infrastructure

The physical and technological infrastructure of the institution is carefully designed to support a wide range of academic, extracurricular, and administrative activities. Well-maintained classrooms, library, computer laboratories, and gymnasium provide a balanced and modern environment, empowering students with the skills and knowledge necessary to thrive in today's dynamic world.

Library

The CFC library serves as an essential resource center for students and faculty. It offers a comprehensive collection of educational materials, including books, journals, and digital resources to support the institution's diverse academic programs.

The library is staffed by three licensed librarians and a collection of 9,756 books covering the diverse programs offered by the school. These resources support the different academic programs available at the institution. The extensive collection ensures that students and faculty have access to relevant materials for research and learning.



Figure 7 Library Facility

In addition, the library has ten (10) computer units with internet connectivity, supporting digital research and learning. A budget of P200,000 is allocated annually for acquiring books, educational materials, and subscription.

Infrastructures

The building is a four-story structure designed to provide a conducive learning environment. It houses a total of 15 classrooms, each capable of accommodating up to 50 students. This capacity ensures that large groups of students can be effectively managed, allowing for optimal interaction between instructors and learners.



Figure 8 Papaya Building

The building's layout and facilities are designed to support a variety of teaching methods, from traditional lectures to more interactive, hands-on learning experiences. The spacious classrooms offer flexibility and comfort, fostering a positive and productive academic atmosphere.

Gymnasium

The gymnasium is a versatile facility designed to accommodate Physical Education (PE) and National Service Training Program (NSTP) classes, as well as various school activities and events. It provides ample

space for students to engage in physical training, sports, and fitness programs, contributing to their overall well-being and development.

Additionally, the gymnasium serves as a venue for school-wide activities, such as assemblies, workshops, and extracurricular events, offering a dynamic space for fostering school spirit and community engagement. Its multi-purpose design makes it an essential part of the institution's infrastructure, supporting both academic and extracurricular pursuits.



Figure 9 Gymnasium

Computer Laboratory

The institution houses three dedicated computer laboratories, each fully equipped with internet connectivity to support various academic and technical activities. These laboratories are designed to facilitate hands-on learning and enhance students' proficiency in computer-based tasks and software applications relevant to their courses.

Collectively, the laboratories contain a total of 150 computers, ensuring that there are ample resources available to accommodate large classes and individual student needs. This setup not only supports classroom instruction but also provides students with opportunities for independent learning, research, and project development in a technology-driven environment.

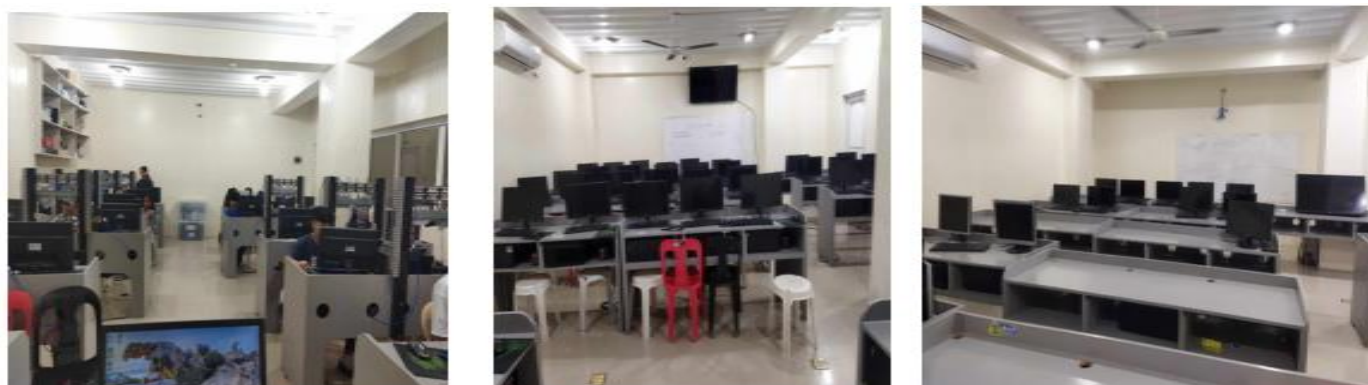


Figure 10 Computer Laboratory

Human Resources

The required human resources like program head, coordinators and faculty as mentioned in Article VI Section 19 of CMO 17 series of 2017 should possess the educational qualifications, professional experiences, valid professional licenses, and teaching ability for the successful conduct of the program. The teaching load of faculty members should be assigned in their field of specialization.

Table 2 List of Shared Faculty for Professional Courses

| Name | Degree | Specialization |
|------------------------|---|----------------|
| MARIA CRESANTA HITALIA | MBM-Human Resource Management | Core Subjects |
| RESTITUTO AVENIDO, JR. | Doctor in Business Management (ongoing) | Core Subjects |
| QUEENCYFAITH MONTAÑO | Doctor in Business Management (ongoing) | Research |
| JOAN ESPINOSA | Doctor in Business Management (ongoing) | Ethics |
| JESSA MARIE SANTILLAN | MBM-Financial Management | Core Subjects |
| ELLAH JESSA TOMAMPOS | Doctor in Business Management (ongoing) | Core Subjects |
| MARITES M. CUYOS | MBM-Human Resource Management | Core Subjects |
| KRISTINE CABRERA | MBM-Financial Management | Finance |
| ROSSO R. CUYOS | Doctor in Business Management (ongoing) | Core Subjects |

Table 3 List of Faculty for General Education Courses

| Name | Degree | Specialization |
|---------------------|--|----------------|
| CHARISSA MAE BEHIGA | Master in Education | English |
| KIMBERLY PERAMAN | Master in Education (ongoing) | Mathematics |
| ENARCISA P. BORRO | Master in Education in General Education | Social Science |
| WOWIE AGUSTIN | Master in Education in Mathematics (ongoing) | Science |
| MAY MAEH CAMLIAN | Doctor of Philosophy in Educational Management | Social Science |
| CHARLOTTE LANGGONG | Master in Social Work (ongoing) | Social Science |
| RENE GORTISANO | MBM-Human Resource Management | PE & NSTP |

Management Study: Risk Assessment and Mitigation Strategies

Risk Assessment

In this section, potential challenges are identified, such as the possibility of low student enrollment, competition from other institutions offering similar programs, and the need for highly qualified faculty members.

Additionally, there is a risk of inadequate industry partnerships, which could affect internship and job placement opportunities for students, a critical aspect of HRM education. Moreover, financial risks, such as the cost of implementing the program and maintaining the necessary resources, also require careful consideration.

Mitigation Strategies

To address these risks include conducting a thorough market analysis to gauge student interest, establishing strong partnerships with local businesses and HRM professionals to ensure real-world exposure for students, and offering competitive faculty compensation to attract qualified instructors. The college can also explore scholarship opportunities and financial aid programs to make the program more accessible. Additionally, continuous evaluation and adaptation of the curriculum in response to industry trends and student feedback will ensure the program remains relevant and effective in preparing students for careers in Human Resource Management.

Financial Study: Financial Projections and Cost-Benefit Analysis

The initial investment cost outlined in Table 6 presents a comprehensive breakdown of the estimated financial requirements for launching the proposed BSBA-HRM program. The total one-time investment amounts to ₱4,993,709.00, which encompasses expenses related to faculty recruitment, facility and equipment acquisition, and operational costs. A significant portion of the budget is allocated to personnel expenses, with ₱1,181,349.00 designated for hiring three full-time faculty members, and ₱1,374,630.00 for five part-time instructors. This reflects the institution's commitment to providing quality instruction through adequate staffing.

In terms of infrastructure and learning resources, ₱1,200,000.00 is budgeted for the procurement of computers, ensuring that students have access to essential digital tools. An additional ₱1,000,000.00 is allocated for library resources and textbooks, which are vital for academic support and independent learning. The acquisition of audio-visual equipment, amounting to ₱500,000.00, highlights the institution's intent to incorporate multimedia learning strategies and modern teaching methodologies.

Furthermore, the projected annual operational costs include ₱1,300,000.00 for utilities, maintenance, and supplies, ensuring the day-to-day functionality of the program. An additional ₱325,000.00 is set aside for faculty training, including graduate studies or internships, to enhance the qualifications and effectiveness of the teaching staff. These recurring expenses demonstrate a forward-looking approach to maintaining program quality and sustainability.

Table 4 Initial Investment Cost

| Particulars | Estimated Budget | Total Budget |
|---|-----------------------|-----------------------|
| <i>Faculty Recruitment</i> | | |
| Hiring of three full-time faculty members | 390,783.00 each | 1,181,349.00 |
| Part-time instructors (5 members) | 274,926.00 each | 1,374,630.00 |
| <i>Facility and Equipment Acquisition</i> | | |
| Computers | 1,200,000.00 | 1,200,000.00 |
| Library resources and textbooks | 1,000,000.00 | 1,000,000.00 |
| Audio-visual equipment | 500,000.00 | 500,000.00 |
| <i>Operational Costs</i> | | |
| Utilities, Maintenance, and supplies | 1,300,000.00 annually | 1,300,000.00 annually |
| Training for new faculty (graduate studies/internships) | 325,000.00 annually | 325,000.00 annually |
| Grand Total | | 4,993,709.00 |

Overall, the initial investment plan is strategically structured to cover the essential elements needed to successfully launch and sustain the BSBA-HRM program. The detailed allocation of funds reflects a strong institutional commitment to academic excellence, resource readiness, and operational efficiency, which are all critical to meeting the expectations of both learners and stakeholders.

Revenue Projections

The revenue projections presented in Table 5 outline the expected financial returns from the implementation of the BSBA-HRM program over three years. The estimated tuition fee is calculated based on ₱210 per unit, with students taking 24 units per semester across two semesters annually. For the initial year, with a target enrollment of 200 students, the projected tuition fee revenue amounts to ₱2,016,000.00 per semester, contributing to a total annual revenue of ₱12,096,000.00.

In Year 2, a 10% increase in tuition fees is projected, raising the per-unit cost to ₱231, which leads to an estimated tuition revenue of ₱2,217,600.00 per semester and a total revenue of ₱13,305,600.00 for the year. Similarly, in Year 3, another 10% increase brings the per-unit rate to approximately ₱254.10, generating a semester revenue of ₱2,439,360.00 and a projected annual revenue of ₱14,361,160.00.

These figures suggest a steadily growing income stream for the institution, primarily driven by tuition fee increases while maintaining a stable enrollment of 200 students. The data highlights the program's potential not only to be self-sustaining but also to generate a surplus that can be reinvested in academic improvements, infrastructure, and faculty development. Overall, the revenue projection reinforces the financial viability of offering the BSBA-HRM program at Cronasia Foundation College.

Table 5 Revenue Projections

| Particulars | Year 1 | Year 2 | Year 3 |
|----------------------------------|--|-----------------------------|--------------------------|
| Estimated Tuition Fee | 210 per unit x 24 units x 2 semesters | 10% increase from year 1 | 10% increase from year 2 |
| Target Enrollment (200 students) | 2,016,000 | 2,217,600 | 2,439,360 |
| Total Revenue | 12,096,000 | 13,305,600 | 14,361,160 |

Cost-Benefit Analysis

The cost-benefit analysis of the proposed BSBA-HRM program indicates strong financial viability and long-term sustainability. The initial investment cost amounts to ₱4,993,709.00, covering faculty recruitment, equipment acquisition, and operational needs such as utilities and training. These expenses are necessary to ensure that the program launches with sufficient infrastructure, instructional capability, and resource support to deliver quality education.

On the other hand, the revenue projections show substantial income growth over the first three years. In Year 1, the total revenue is projected at ₱12,096,000.00, which already surpasses the initial investment by a margin of over ₱7 million, even before considering Year 2 and Year 3 revenues. In Year 2, revenue increases to ₱13,305,600.00, and by Year 3, it reaches ₱14,361,160.00, reflecting a consistent 10% annual increase in tuition fees. This revenue trajectory far outweighs the recurring annual operational costs of ₱1,625,000.00 (₱1.3M for utilities and ₱325K for training), indicating a strong return on investment (ROI).

The financial outlook suggests that the program will recover its initial capital outlay within its first year of operation, with significant surplus funds in the succeeding years. These surpluses could be reinvested into program enhancements, faculty development, or institutional growth. In conclusion, the cost-benefit

comparison supports the implementation of the BSBA-HRM program, showing that it is not only educationally relevant but also financially advantageous for the institution.

Socio-Economic Study: Ethical and Social-Cultural Considerations and Educational Projects

The socio-economic study demonstrates a strong alignment between the proposed BSBA-HRM program at Cronasia Foundation College and the educational and career aspirations of the local community. A significant majority of students and parents have expressed support for the program, indicating a clear demand for HRM education in the region. The program's alignment with industry needs and the college's readiness—through qualified faculty, modern facilities, and adherence to CHED standards—further strengthens the case for its implementation. Key factors such as career opportunities, affordability, and scholarships are essential to the program's success and appeal to prospective students. The study also addresses potential challenges, including low enrollment and competition, and proposes strategies to mitigate these risks, ensuring long-term success. Financial projections show that the program will generate substantial revenue, with the initial investment being recouped within the first year, supporting the program's sustainability and contributing positively to both the institution and the local workforce. Overall, the socio-economic study affirms that the BSBA-HRM program is not only a strategic academic initiative but also an economically viable and community-driven endeavor.

Sustainability Success Measurement Matrix

This matrix will provide clear, actionable data to ensure that the BSBA-HRM program at CFCI remains sustainable and continues to grow while meeting the needs of students and the local job market.

Market Responsiveness Ensures enrollment numbers will be monitored to ensure the program attracts enough students each year. Periodic market assessments and stakeholder consultations align with current educational and industry demands. Additionally, Stakeholder satisfaction surveys will measure the program's appeal and effectiveness, focusing on students and their families.

Operational Efficiency

- Infrastructure utilization rates will reflect how well the physical and technological facilities are being used, ensuring that resources are maximized.
- Faculty development participation will be tracked to maintain teaching quality and adapt to emerging trends in HRM.

Academic Quality

- The curriculum will be regularly updated to stay relevant to HRM's evolving demands. Feedback from advisory boards and industry professionals will guide the updates.
- Monitoring student retention and performance will ensure the academic standards are met and identify areas for improvement.

Financial Viability

- The program's financial performance will be assessed by comparing revenue and costs, ensuring profitability by the first year of operation.
- Reinvesting surplus revenue into program improvements will be tracked, ensuring the program's continuous development and sustainability.

Table 6 Sustainability Success Measurement Matrix

| Pillar | Key Performance Indicator (KPI) | Measurement Method | Target/Benchmark | Frequency Assessment |
|------------------------|---|---|--|----------------------|
| Market Responsiveness | Student Enrollment Numbers | Enrolment records, marketing analysis | Achieve at least 80% enrollment capacity per academic year | Annually |
| | Stakeholders' Satisfaction (Students and parents) | Surveys, feedback forms | Minimum 75% satisfaction rate among stakeholders | Semi-annually |
| Operational Efficiency | Infrastructure Utilization (classroom, labs, library) | Facility usage reports, student feedback | At least 80% utilization rate during peak hours | Quarterly |
| | Faculty Development | Records of faculty training and workshops | 80% faculty participation in professional development | Annually |
| Academic Quality | Curriculum Updates based on Industry Needs | Curriculum review reports, advisory board input | Update curriculum | Annually |
| | Student Performance and Retention Rates | Academic Performance reports, retention data | Maintain an 85% student retention rate | Annually |
| Financial Viability | Program Revenue versus Costs | Financial statements, cost-benefit analysis | Surplus revenue by Year 1, with a 15% profit margin | Annually |
| | Reinvestment into Program Infrastructure | Budget reports, reinvestment records | Reinvest 20% of the surplus into program development | Annually |

Sustainability Plan

Based on the comprehensive findings of the Market, Technical, Management, and Financial studies, the sustainability of the proposed Bachelor of Science in Business Administration major in Human Resource Management (BSBA-HRM) program at Cronasia Foundation College, Inc. (CFCI) is both achievable and strategically supported. The institution's long-term sustainability plan centers on four interconnected pillars: market responsiveness, operational efficiency, academic quality, and financial viability.

Firstly, the demonstrated demand for the program, backed by strong interest from students and parents, ensures a steady influx of enrollees in the coming years. The college will continue to conduct periodic market assessments and stakeholder consultations to stay attuned to evolving educational and industry needs. Strategic marketing, scholarship programs, and outreach activities will further enhance the visibility and attractiveness of the BSBA-HRM program.

Secondly, the college's robust physical and technological infrastructure—modern classrooms, computer laboratories, a comprehensive library, and a multipurpose gymnasium—provides a conducive environment for holistic learning. CFCI will ensure continuous upgrading and maintenance of these facilities to

accommodate growth and support innovative teaching methods. Likewise, the program will be delivered by qualified and experienced faculty members whose credentials meet or exceed CHED standards. Ongoing faculty development and training will be implemented to maintain teaching excellence and adapt to emerging trends in human resource management.

Thirdly, effective risk management strategies will be institutionalized. These include strengthening partnerships with local industries for internships and job placements, offering competitive faculty incentives, and regularly updating the curriculum based on industry trends and student feedback. Administrative and academic support services will be optimized to enhance student satisfaction and retention.

Lastly, financial sustainability is assured through prudent fiscal management. The program is projected to yield high returns, with revenue surpassing costs as early as the first year of implementation. To ensure long-term program quality and relevance, surplus revenues will be reinvested in faculty development, infrastructure improvements, and technological innovations.

Together, these strategies affirm that the BSBA-HRM program is viable upon launch and positioned for sustainable growth. Through consistent quality assurance, stakeholder engagement, and strategic reinvestment, CFCI can ensure that the program continues to meet its students' aspirations and the demands of the evolving business landscape.

Decisions to Implement the BSBA-HRM Program

Based on the findings of the market study, there is a clear and strong demand for the proposed BSBA-HRM program at Cronasia Foundation College. A significant majority of students and parents expressed interest in enrolling or supporting the program, confirming its relevance to the community's educational and career aspirations. The program's alignment with industry needs, along with institutional readiness, including qualified faculty and appropriate facilities, further supports its implementation. Key factors such as career opportunities, affordability, and scholarships have also been identified as critical elements for success. Given these positive indicators, the decision to implement the BSBA-HRM program is both timely and feasible, with strong potential for contributing to both student development and regional workforce growth.

The technical study confirms that Cronasia Foundation College, Inc. (CFCI) is well-prepared to implement the BSBA in Human Resource Management (HRM) program. The institution meets all necessary CHED standards and has robust infrastructure, including modern classrooms, computer labs, and library resources, ensuring a supportive learning environment. Additionally, the college's qualified faculty and ongoing investments in academic resources further enhance its capacity to deliver a high-quality program. With a strong foundation in strategic planning and operational readiness, CFCI is positioned for the successful and sustainable implementation of the BSBA-HRM program.

The management study highlights potential challenges in implementing the BSBA-HRM program, including low student enrollment, competition, faculty recruitment, industry partnerships, and financial sustainability. However, proactive mitigation strategies, such as conducting market research, strengthening industry collaborations, offering competitive faculty compensation, and providing scholarships, have been proposed. These measures aim to address risks and ensure the program's relevance and long-term success. With proper implementation of these strategies, the BSBA-HRM program is expected to launch successfully, maintain competitiveness, and contribute positively to both students and the institution's growth.

Finally, financial study confirms the financial feasibility and sustainability of the proposed BSBA-HRM program at Cronasia Foundation College, Inc. With an initial investment of ₱4,993,709.00 for faculty recruitment, equipment, and setup, the institution is well-prepared to deliver a quality program. Revenue projections for the first year show a strong return of ₱12,096,000.00, which increases in subsequent years, reaching ₱14,361,160.00 by Year 3. Low annual operational costs of ₱1,625,000.00 result in a substantial net surplus. The cost-benefit analysis indicates that the program's initial investment will be fully recovered within the first year, ensuring long-term financial growth and sustainability for the institution.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Market Study: Educational Needs and Market Analysis

The market study reveals a strong interest and support for the proposed BSBA-HRM program among students and parents, with 97% of learners and 7% of parents expressing clear intent to enroll. The BSBA-HRM program is the top choice among surveyed courses, indicating a growing demand for HR-related careers. Learners' perceptions emphasize the course's high demand and industry relevance, while influencing factors such as career opportunities, scholarship availability, and tuition costs reinforce its attractiveness. Key informant interviews highlight the need for qualified faculty, relevant curriculum, and adequate facilities to ensure successful implementation. Overall, the results demonstrate readiness to offer the program, as evidenced by strong faculty expertise, regulatory compliance, and institutional support, positioning the BSBA-HRM program for successful adoption and long-term sustainability.

Technical Study: Strategic Planning and Sustainability

The technical study confirms that the proposed BSBA-HRM program is feasible and sustainable in terms of curriculum design, infrastructure, and human resources. The program structure strictly adheres to CHED standards, offering a well-balanced academic load from the first to the fourth year. Adequate physical and technological infrastructures—such as classrooms, a library, gymnasium, and computer laboratories—are in place to support academic excellence and holistic student development. Furthermore, the institution is equipped with qualified faculty and staff, ensuring that the program can be delivered effectively. These strategic provisions affirm the college's readiness to offer a high-quality HRM specialization under the BSBA program.

Management Study: Risk Assessment and Mitigation Strategies

The management study highlights several potential risks in implementing the BSBA-HRM program, including low enrollment, strong competition, faculty recruitment challenges, and limited industry partnerships. Financial concerns regarding program sustainability are also acknowledged. However, the study outlines practical and proactive mitigation strategies such as market research, industry collaboration, faculty incentives, and student support programs. Combined with ongoing curriculum evaluation, these strategies position the program to overcome challenges and deliver a competitive, industry-relevant education in Human Resource Management.

Financial Study: Financial Projections and Cost-Benefit Analysis

The financial study demonstrates that the proposed BSBA-HRM program is both a sound investment and a financially sustainable initiative. The institution is well-prepared to deliver quality education with an initial investment of ₱4,993,709.00 covering critical areas such as faculty recruitment, facilities, and operational costs. Revenue projections indicate a steady increase in income over three years, with Year 1 revenues already exceeding the initial investment by over ₱7 million. The favorable cost-benefit analysis confirms that the program is expected to recover its capital outlay within the first year and generate consistent surpluses, making it a viable and profitable addition to Cronasia Foundation College's academic offerings.

Recommendations

In light of the comprehensive findings from the feasibility study, the following recommendations are proposed:

1. To proceed with the implementation of the BSBA-HRM Program. Given the strong market demand and institutional readiness, Cronasia Foundation College, Inc., should move forward with the official offering of the BSBA-HRM program.

2. Targeted promotional campaigns should highlight career opportunities, available scholarships, and the program's industry relevance to strengthen marketing and outreach efforts and maximize enrollment..
3. Regularly update the program curriculum should be based on market trends, industry feedback, and students' needs to ensure it remains competitive and aligned with industry demands.
4. To develop strong partnerships with HR professionals, local businesses, and industry organizations to provide students with internship opportunities, practical exposure, and employment pathways.
5. To ensure program resilience, implement regularly updated risk mitigation strategies, especially in faculty retention, enrollment rates, and financial management.
6. Reinvest a portion of the program's financial surplus into faculty development, facility upgrades, and curriculum enhancement to sustain quality and relevance.
7. Maintain open communication channels with students, parents, faculty, and industry partners to gather feedback and align program outcomes with community and labor market needs.
8. Maintain open communication channels with students, parents, faculty, and industry partners to gather feedback and align program outcomes with community and labor market needs.

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