

Assessing the Potential for a PhD in Education Program with Specializations at LSPU-System: A Feasibility Study

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The purpose of this study was to assess the feasibility of offering a Doctor of Philosophy in Education program at LSPU. The study utilized a quantitative research design to gather data from 243 respondents consisting of teachers, education professionals, and stakeholders in the field of education. The data were analyzed using descriptive statistics and inferential analysis to evaluate the potential demand for the program, the availability of qualified faculty members, and the resources needed to support the program. The results showed that there is a high demand for advanced degrees in education, as evidenced by the majority of respondents expressing interest in pursuing a PhD in Education. The study also found that LSPU has an adequate number of qualified faculty members who meet the minimum requirements set by the Commission on Higher Education (CHED) policies and guidelines. Additionally, LSPU's status as a Center of Development in Teacher Education reflects the university's commitment to excellence in teacher education, which is directly relevant to the proposed PhD in Education program. The study concluded that LSPU is well-positioned to offer a PhD in Education program, given its available resources, qualified faculty, and high demand from potential students. This study's findings can provide valuable insights for LSPU in making informed decisions regarding the development and implementation of a PhD in Education program. The study's implications extend beyond LSPU, as other universities interested in offering similar programs can use these findings as a reference for their own feasibility studies.

Keywords: feasibility study, PhD in education, Laguna State Polytechnic University, education program, LSPU-System

INTRODUCTION

The Philippines has a rich academic tradition and offers numerous graduate programs in various fields of study. These programs are designed to equip students with advanced knowledge and skills, enabling them to excel in their chosen careers and contribute to the development of the country.

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Graduate programs in the Philippines are typically offered by universities and colleges accredited by the Commission on Higher Education (CHED) and are subject to strict quality assurance standards (Republic Act No. 7722, 1994). The programs are available in a wide range of disciplines, including business, engineering, medicine, law, education, social sciences, and natural sciences. To qualify for a graduate program in the Philippines, students must hold a bachelor's degree from an accredited institution and meet other requirements, such as passing an entrance examination or meeting specific GPA requirements (Zlatkin-Troitschanskaia et al., 2015). Graduate programs usually take two to three years to complete, depending on the field of study and the level of specialization.

The Philippines' graduate programs offer students an opportunity to engage in research and contribute to the advancement of knowledge in their respective fields. Students may conduct independent research projects, work as research assistants, or collaborate with faculty members on research initiatives (Aliazas et al., 2021). The research output is often presented in conferences or published in academic journals, contributing to the development of knowledge and the advancement of their respective fields. Moreover, pursuing a graduate program in the Philippines provides students with advanced knowledge and skills, research opportunities, and a competitive edge in the job market (Guiamalon, 2021). It also contributes to the country's human resource development and economic growth.

As education is a critical aspect of national development, and the availability of qualified educators is vital to ensuring that students receive quality education. The Philippines is a multilingual country, with English and Filipino as the official languages of instruction (Kirkpatrick & Liddicoat, 2017). Mathematics and science education are also essential fields that contribute significantly to the nation's progress. However, the country faces a shortage of highly qualified educators in these areas, especially those who can teach in both English and Filipino. To address this issue, Laguna State Polytechnic University (LSPU) is considering offering a Doctor of Philosophy (PhD) in Education with majors in English Language Education, Filipino Language Teaching, Mathematics Education, and Science Education. This feasibility study aims to evaluate the potential benefits and challenges of offering this program.

Background. Laguna State Polytechnic University is a state university located in Laguna, Philippines. It offers undergraduate and graduate programs in various fields, including education (Buenvinida et al., 2020). The university aims to provide quality education to students and develop competent professionals who can contribute to the country's development. However, the university, like many other institutions in the country, faces the challenge of a shortage of highly qualified educators in English, Filipino, Mathematics, and Science education. These fields are critical to the country's development, and educators who specialize in these areas are in high demand (Yazon & Callo, 2021).

Laguna State Polytechnic University (LSPU) is recognized as a Center of Development in Teacher Education by the Commission on Higher Education (CHED) of the Philippines (CMO-No.17, s.2016). This recognition indicates that LSPU's teacher education programs meet or exceed the standards set by CHED for quality teacher education. LSPU's teacher education programs include undergraduate and graduate degrees in various fields, including elementary and secondary education, special education, and science and mathematics education (Aquino & Rivano, 2022). These programs aim to develop competent and skilled teachers who can contribute to the country's development and progress.

As a Center of Development in Teacher Education, LSPU is committed to continuously improving its programs to meet the changing needs of the education sector (Rabano & Callo, 2022). The university regularly evaluates its programs to ensure that they are up-to-date and relevant, and that they provide students with the knowledge, skills, and competencies needed to excel in their careers (Abril & Callo, 2021).

One of the university's recent initiatives to further improve its teacher education programs is the proposal to offer a Doctor of Philosophy (PhD) in Education with majors in English Language

Education, Filipino Language Teaching, Mathematics Education, and Science Education. This program aims to address the shortage of highly qualified educators in these fields and promote the use of Filipino as a medium of instruction in Mathematics and Science education. The program also aims to develop new teaching methodologies and strategies that can improve the quality of education in the country.

If implemented successfully, the PhD program in Education can further strengthen LSPU's reputation as a Center of Development in Teacher Education and contribute to the university's mission of providing quality education to students and developing competent professionals who can make a positive impact on society. Furthermore, Laguna State Polytechnic University's recognition as a Center of Development in Teacher Education is a testament to its commitment to providing quality education in the field of teaching. The proposed PhD program in Education with majors in English Language Education, Filipino Language Teaching, Mathematics Education, and Science Education can further enhance the university's reputation and contribute to the development of highly qualified educators in these fields.

Benefits. Offering a PhD in Education with majors in English Language Education, Filipino Language Teaching, Mathematics Education, and Science Education can provide several benefits for both educators and students. Firstly, it can help address the shortage of highly qualified educators in these fields. The program can produce highly skilled professionals who can teach in both English and Filipino, making them more versatile and employable in various educational institutions.

Secondly, the program can contribute to the development of new teaching methodologies and strategies that can improve the quality of education in the country. The doctoral students can conduct research that can inform best practices in education, which can be disseminated to other educators, contributing to the advancement of the field.

Thirdly, the program can help promote the use of Filipino as a medium of instruction in Mathematics and Science education. This can help preserve the country's cultural heritage and promote national identity. At the same time, the program can equip educators with the necessary skills to teach effectively in both languages.

Fourthly, offering a PhD program in Education with majors in English Language Education, Filipino Language Teaching, Mathematics Education, and Science Education can help strengthen the university's research capabilities. The doctoral students can conduct research that can contribute to the advancement of knowledge in the field, and the university can establish itself as a hub for educational research in the country.

Challenges. Despite the potential benefits, offering a PhD in Education with majors in English Language Education, Filipino Language Teaching, Mathematics Education, and Science Education can pose several challenges. Firstly, the program may require significant investment in terms of resources, including faculty, infrastructure, and research facilities. This may be challenging to justify, especially if the program is not able to attract enough students.

Secondly, there may be a shortage of qualified educators who can teach at the PhD level in these fields. The program may not be able to attract enough students if there are limited opportunities for employment after graduation. Thirdly, the program may face competition from other universities that offer similar programs. LSPU may need to develop a unique selling proposition that sets the program apart from others to attract students. Fourthly, there may be resistance to promoting the use of Filipino in Mathematics and Science education. This may be due to concerns that it may hinder students' ability to learn the subject matter or that it may not prepare them adequately for the global job market.

Opportunities. Offering a PhD in Education with majors in English Language Education, Filipino Language Teaching, Mathematics Education, and Science Education can provide several benefits for both educators and students, as well as contribute to the development of the country. However, careful

consideration should be given to the challenges and potential costs involved in implementing such a program. Laguna State Polytechnic University should conduct a thorough feasibility study to evaluate the potential demand for the program and the availability of qualified faculty members and resources. The university should also develop a unique selling proposition that sets the program apart from other universities offering similar programs.

If implemented successfully, the program can help address the shortage of highly qualified educators in English, Filipino, Mathematics, and Science education, and promote the use of Filipino as a medium of instruction in these subjects. The program can also contribute to the development of new teaching methodologies and strategies that can improve the quality of education in the country and strengthen the university's research capabilities.

Lastly, the potential benefits of offering a PhD in Education with majors in English Language Education, Filipino Language Teaching, Mathematics Education, and Science Education outweigh the challenges, but careful planning and implementation are essential to ensure the program's success. With the right support, the program can help address the critical need for qualified educators in these fields and contribute to the country's progress and development.

Objectives of the Study

1. Describe the perception of the respondents on the market demand, financial viability, and enrolment projection as factors to consider when offering PhD program.
2. Identify the faculty availability and expertise in the proposed program areas.
3. Navigate potential competition from other universities or institutions in CALABARZON.

METHOD

Feasibility studies are conducted to determine whether a proposed project or program is viable or feasible (Eldridge, et al., 2016). In the case of offering a Doctor of Philosophy in Education Major in English Language Education, Filipino Language Teaching, Mathematics Education, and Science Education at Laguna State Polytechnic University (LSPU), a feasibility study would involve examining various factors to determine whether the program is viable and beneficial to both the university and potential students.

Research Locale. The CALABARZON region, also known as Region IV-A, is composed of five provinces: Cavite, Laguna, Batangas, Rizal, and Quezon. The region is home to several universities and colleges that offer PhD programs in various fields. According to the Commission on Higher Education (CHED), there are currently 58 higher education institutions (HEIs) in CALABARZON that are authorized to offer PhD programs as of 2022 (Bautista Jr. et al., 2021). These HEIs include both private and public universities and colleges.

Based on the data from CHED's Higher Education Management Information System (HEMIS), the top fields of study for PhD programs in CALABARZON are Education, Business and Management, Engineering, Agriculture, and Health Sciences (Cabanban-Casem, 2019). Moreover, some of the notable universities in CALABARZON that offer PhD programs include De La Salle University - Dasmariñas (Cavite), Batangas State University (Batangas), University of the Philippines Los Baños (Laguna), Ateneo de Manila University (Rizal), Southern Luzon State University (Quezon).

Overall, the status of PhD programs in CALABARZON is promising, with several universities and colleges offering programs in various fields. However, it is important to note that the quality and availability of these programs may vary between institutions, and further research and evaluation may be necessary to determine the specific status of a particular program or university. Below are public and private higher education institution in the region offering PhD in Education Programs.

Table 1
Public and private HEIs in CALABARZON offering PhD in education programs

Location	Public Universities and Colleges				Private Universities and Colleges			
	English	Filipino	Math	Science	English	Filipino	Math	Science
Cavite	-	-	-	-	DLSU AUP	-	-	DLSU
Laguna	-	-	UPOU	UPOU	UPH	-	-	UPH
Batangas	-	-	BSU	-	LPU	-	UB	-
Rizal	-	-	-	-	-	-	-	-
Quezon	-	-	-	SLSU	MSEUF	-	-	-

Legend: Adventist University of the Philippines (AUP); University of Batangas (UB); De La Salle University-Dasmariñas (DLSU); Lyceum of the Philippines University-Batangas (LPU); University of Perpetual Help-Laguna (UPH); Manuel S. Enverga University Foundation (MSEUF); Batangas State University (BSU); University of Rizal System (URS); University of the Philippines-Open University (UPOU); Southern Luzon State University (SLSU).

The table presented above shows the various public and private higher education institutions (HEIs) in CALABARZON that offer doctoral programs in education. While the survey found notable universities in the region that offer PhD programs in education, the study also highlights that few HEIs offer the proposed major in the field. This suggests that there may be an opportunity for new programs that offer at LSPU majoring in areas that are currently underrepresented.

Furthermore, the study indicates that private institutions are the majority of HEIs that offer major in English language education, which could be relevant for assessing the potential competition for students interested in this field. Additionally, the survey highlights the absence of HEIs in the region offering PhDs in education that major in Filipino language teaching. This observation could be relevant for assessing the potential market demand for such a program and could provide insights into the feasibility of introducing a program that focuses on Filipino language teaching.

Lastly, the study found that there are 2-3 HEIs, both public and private, that offer majors in mathematics and science education. This observation may indicate a high potential to offer the proposed program due to the limited number of schools in the region, thus suggesting that there may be opportunities to attract students interested in these fields. Overall, the findings from the survey provide valuable insights into the current landscape of doctoral programs in education in CALABARZON. The results suggest that there may be opportunities to introduce new programs that focus on currently underrepresented areas, which could potentially attract students interested in pursuing doctoral studies in education at LSPU.

Respondents of the Study. The study included 243 participants (Table 2.) who had just finished a master's degree program at Laguna State Polytechnic University (LSPU) in the Philippines. These participants were LSPU master's graduates from the previous three years who were deemed "feeder students" for LSPU's projected PhD in Education program. Feeder students are students who have finished their undergraduate or master's degrees at one university and then transfer to another college to continue their study. In this example, the researchers were curious about the experiences and opinions of LSPU master's graduates who would be interested in the proposed PhD in Education program at LSPU.

Most participants in this study are from the CALABARZON region of the Philippines, which covers numerous provinces. According to the researchers, there are currently few or no universities in this region that offer a PhD in Education program with concentrations in English Filipino, Mathematics, and Science, making LSPU's proposed curriculum potentially appealing to these graduates. The goal of this study is to analyze the demand for and possible success of LSPU's proposed PhD in Education program by surveying LSPU master's graduates who may be interested in pursuing the program. They

may also have been interested in identifying areas for improvement in LSPU's existing master's programs based on the experiences and input of the polled graduates.

Table 2 presents the demographic profile of the respondents who participated in the study. The results show that the majority of the respondents are females, accounting for 64.6% of the population. This observation could be relevant for assessing the potential gender balance of the proposed PhD in Education program and may help in identifying areas where outreach efforts could be directed to increase male representation.

Table 2
Demographic profile of the respondents

	Demographic	F	%
Sex	Male	86	35.4
	Female	157	64.6
Age	25-30	45	18.5
	31-35	52	21.4
	36-45	71	29.2
	46 above	75	30.9
Province	Cavite	25	10.3
	Laguna	81	33.3
	Batangas	43	17.7
	Rizal	22	9.1
Major	Quezon	72	29.6
	English	59	24.3
	Filipino	60	24.7
	Mathematics	63	25.9
Employment Status	Science	61	25.1
	Private Basic Education Institutions	19	7.8
	Public Basic Education Institutions	121	49.8
	Private Higher Education Institutions	37	15.2
Position/Designation	Public Higher Education Institutions	66	27.2
	Teacher	36	14.8
	Head Teacher	25	10.3
	Master Teacher	30	12.3
	Assistant Principal	24	9.9
	Principal	22	9.1
	Supervisor	7	2.9
	Instructor	42	17.3
	Assistant Professor	38	15.6
	Associate Professor	12	4.9
Full Professor	0	0	
Others	7	2.9	

N:243

The study also found that the age range of the respondents is mostly 46 and above, accounting for 30.9% of the population. This observation suggests that there may be a potential market demand for a doctoral program in education that caters to mid-career professionals who wish to advance their knowledge and skills in the field (Dos Santos, 2023).

In terms of geographical distribution, the study found that the majority of the respondents come from Laguna province and Quezon province, accounting for 33.3% and 29.6% of the population, respectively. This observation could be relevant for assessing the potential market demand for the proposed PhD in Education program in these regions and may provide insights into areas where outreach efforts could be focused.

The study further found an equal distribution of specialization among the respondents, indicating that the LSPU master's program is well-received by students across disciplines. This observation could be relevant for assessing the potential market demand for the proposed PhD in Education program and may help in identifying areas where outreach efforts could be directed to promote the program to potential students from various disciplines.

In terms of employment status, the majority of the respondents are employed in public basic education institutions, accounting for 49.8% of the population, followed by those who are employed in public higher education institutions. This observation may provide insights into potential collaboration opportunities with these institutions to promote the proposed PhD in Education program.

Lastly, the study found that the majority of the potential clientele for the proposed PhD in Education program at LSPU are college instructors and public-school teachers, accounting for 17.3% and 14.8% of the population, respectively. This observation could be relevant for identifying potential target audiences for the program and may help in directing outreach efforts to these groups.

Data Gathering Techniques. The survey questionnaire was the main instrument used in the study to assess the market demand for the proposed PhD in Education program at LSPU (Callo & Yazon, 2020). A 5-point Likert scale was used to rate the questionnaire to determine the extent of the need for the proposed program to be offered at LSPU. This approach is a commonly used method in market research to obtain data on customers' attitudes and preferences toward a product or service.

The study also focused on the availability of faculty expertise in the program areas and resources to support the program (LSPU-Annual-Report, 2021). This approach is important because it ensures that the proposed program has the necessary resources and support to ensure its success. Faculty expertise and resources are critical to the quality of the program, and their availability could impact its market demand.

Enrollment projections, revenue potential, and financial viability were also key indicators used to assess the feasibility study. The study analyzed the cost of offering the program, which includes faculty salaries, equipment, and other operational expenses. Enrollment projections and revenue potential are important to assess the financial viability of the program, which is necessary to ensure its long-term sustainability (Gleason, 2018).

Lastly, the study identified potential competition from other universities or institutions in the region. This approach is important to assess the market demand for the proposed program and to identify the strengths and weaknesses of the competition. This information can be useful in identifying areas where the proposed program can differentiate itself from the competition and attract potential students.

Overall, the study used a comprehensive approach to assess the feasibility of the proposed PhD in Education program at LSPU. The approach focused on the market demand for the program, availability of faculty expertise and resources, financial viability, and potential competition. By using this approach, the study can provide valuable insights to inform decision-making on whether to offer the proposed program at LSPU.

FINDINGS AND DISCUSSION

1. Market Demand, Financial Viability and Enrollment Projection

The market demand, financial viability, and enrolment projection are important factors to consider when proposing a PhD in Education program. Market demand refers to the level of interest and need for the program among potential students and employers. Financial viability refers to the program's ability to generate revenue and sustain itself financially. Enrollment projection refers to the expected number of students who will enroll in the program.

Table 3
Market demand, financial viability and enrollment projection

Indicators	Mean	SD	Remarks
1. Have you considered pursuing a PhD in Education before?	2.55	.506	Definitely consider
2. If yes, have you researched the options available to you?	3.85	.442	Likely
3. Do you believe there is a demand for PhD in Education program?	4.29	.738	Agree
4. Would you consider enrolling in a PhD in Education program?	2.92	.275	Yes, definitely
5. How important is the reputation of the institution offering the PhD program to you?	4.30	.767	Somewhat important
6. What do you think the ideal duration of a PhD in Education program should be?	2.16	.378	4 years
7. Would you prefer a full-time or part-time program?	2.58	.517	Full-time
8. What is the highest degree you currently hold?	4.20	.837	Master's degree
9. Would you be willing to pay for a PhD in Education program?	2.54	.522	Yes, I can afford it
10. Are you aware of any potential employers who would value a PhD in Education degree?	4.05	.943	Moderately aware
11. How likely are you to recommend a PhD in Education program to others?	4.18	.878	Somewhat likely

To assess these factors, a survey was conducted to gather information from potential students regarding their interest in enrolling in a PhD in Education program, their willingness to pay for the program, their awareness of potential employers who would value the degree, and their recommendations to others about the program. Additionally, data on the number of students currently enrolled in similar programs and job market trends in the field of education can also provide valuable insights into the potential market demand for the program.

Furthermore, financial projections, including cost estimates for program development, faculty salaries, and marketing expenses, can be used to determine the financial viability of the program (Heeringa et al., 2017; Rustemi & Kurteshi, 2023). Enrolment projections can be based on the results of the survey and historical data from similar programs.

Table 3 presents the findings related to the market demand, financial viability, and enrolment projection of the proposed PhD in Education program for potential students. The results of the survey indicated that a majority of the respondents are considering enrolling in a doctorate degree program, with an average score of 2.55 and a standard deviation of 0.506. Additionally, most of the respondents were likely to research the options available to them to enroll in a PhD program, with an average score of 3.85 and a standard deviation of 0.442.

The survey also found that a majority of the respondents agreed that there is a demand for a PhD in Education program, with an average score of 4.29 and a standard deviation of 0.738. This indicates that potential students recognize the need for advanced education in the field of education. Furthermore, most of the respondents definitely considered enrolling in a PhD in Education program, with an average score of 2.92 and a standard deviation of 0.275. This suggests that there is a high level of interest in the proposed program among potential students.

In terms of institutional reputation, the survey found that a majority of the respondents suggested that it is important to know the reputation of the university or institution offering the PhD program, with an average score of 4.30 and a standard deviation of 0.767. This highlights the significance of the reputation of the institution in attracting potential students to the program.

The survey also explored the ideal duration of the program, with most respondents suggesting that the PhD in Education program should be four years, with an average score of 2.16 and a standard deviation of 0.378. Moreover, respondents would prefer full-time for a PhD program, with an average score of 2.58 and a standard deviation of 0.517.

The survey found that most of the respondents hold a Master's degree, with an average score of 4.20 and a standard deviation of 0.837. This suggests that potential students have already achieved a significant level of education in the field of education and are interested in furthering their knowledge and skills through a doctoral program.

Financial viability is also an important consideration for potential students, and the survey found that respondents are willing to pay for a PhD in Education program, with an average score of 2.16 and a standard deviation of 0.378. This indicates that students recognize the value of the program and are willing to invest in their education (Hoxby & Turner, 2015).

Lastly, the survey found that most of the respondents are moderately aware of potential employers who would value a PhD in Education degree, with an average score of 4.05 and a standard deviation of 0.943. Additionally, respondents are likely to recommend a PhD in Education program to others, with an average score of 4.18 and a standard deviation of 0.878. This indicates that potential students believe that the program would be valuable for their peers and colleagues.

2. Faculty Availability and Expertise in the Program Areas

The Commission on Higher Education (CHED) Memorandum Order No. 15, Series of 2019, outlines the policies and standards for PhD programs in Education in the Philippines. The memo emphasizes the importance of faculty availability and expertise in ensuring the quality of the program.

According to the memo, the faculty members of a PhD program in Education should have doctoral degrees in Education or related fields, with a significant number of them having publications in reputable peer-reviewed journals (CMO-No.15, s.2019). The faculty members should also have expertise in the specific program areas of the PhD program, which include English Language Education, Filipino Language Teaching, Mathematics Education and Science Education.

Moreover, the memo mandates that PhD programs in Education should have a faculty-to-student ratio of 1:5 for dissertation advisement. This ensures that each student receives adequate guidance and support from their faculty adviser in completing their research and dissertation.

To ensure faculty availability and expertise, the memo requires that the program maintains a regular review and evaluation of its faculty members (Callo & Yazon, 2020). The evaluation should consider the faculty members' research productivity, teaching effectiveness, and contributions to the field of education (Yazon & Callo, 2021). Additionally, the program should provide opportunities for faculty members to engage in research and professional development activities to enhance their expertise.

The memo also emphasizes the importance of maintaining a diverse and inclusive faculty, with gender balance and representation of different disciplines and sectors. This ensures that the program can offer a broad range of perspectives and experiences to its students.

Overall, CHED Memorandum Order No. 15, Series of 2019, highlights the importance of faculty availability and expertise in ensuring the quality of PhD programs in Education in the Philippines. The memo sets clear policies and standards for evaluating and maintaining faculty members' qualifications and encourages programs to maintain a diverse and inclusive faculty.

Table 4

Faculty availability and expertise in the program areas

Academic Rank	Area of Specialization				
	English	Filipino	Mathematics	Science	Others*
Assistant Professor	1	1	1	1	6
Associate Professor	2	1	2	1	14
Full Professor	1	-	-	1	3
University Professor	-	-	-	-	1
Total	4	2	3	3	24

* Doctorate in Education faculty specializing in the fields offered, but not a graduate similar PhD program (e.g. Educational Management, Curriculum and Instruction, Research and Evaluation, etc.)

Table 4 provides information on the faculty availability and expertise in the program areas for the proposed PhD in Education program. The table indicates that there are 4 faculty members specializing in English language education, 3 faculty members specializing in Mathematics and Science

Education, and 2 faculty members specializing in Filipino language teaching. This suggests that the program has a sufficient number of faculty members with expertise in the specific program areas to provide students with guidance and support.

Moreover, the table also indicates that there are faculty members who hold a doctorate degree in Education but did not graduate from a similar PhD program. While they may have expertise in the field, this raises questions about their familiarity with the specific requirements and standards of a PhD program. However, the table does not provide enough information to draw any conclusions about the faculty members' qualifications and expertise.

Overall, based on the results, it appears that the university complies with the minimum standards set by CHED for the proposed PhD in Education program, which requires at least one faculty member per specialization. In addition, the program exceeds the minimum requirement for the English language education specialization, which requires four faculty members. However, it is important to note that faculty availability and expertise are not the only factors that contribute to the quality of a PhD program. Other factors such as research resources, student support services, and program structure also play a crucial role in ensuring the program's success.

3. Potential competition from other universities or institutions in CALABARZON

As a proposed PhD in Education program, Laguna State Polytechnic University (LSPU) may face potential competition from other universities or institutions within the CALABARZON region offering similar programs. Some of the potential competitors for LSPU's proposed program within the CALABARZON region include:

1. University of the Philippines – Open University (UPOU): UPOU is one of the top universities in the CALABARZON region and has a well-established PhD in Education program. The program has a diverse faculty with expertise in various program areas, including Curriculum Studies, Educational Psychology, Mathematics and Science Education. UPOU also has a strong research culture and provides students with access to a wide range of research resources (Taylan, 2021).
2. Batangas State University (BatStateU): BatStateU is a state university in Batangas that offers a PhD in Education program. The program has a diverse faculty with expertise in various program areas, including Educational Management, Language Education, and Mathematics Education. BSU also provides students with access to research resources and opportunities to engage in various research activities (Godoy, 2019).
3. De La Salle University - Dasmariñas (DLSU-D): DLSU-D is a private university in Cavite that offers a PhD in Education program. The program has a strong focus on research and provides students with access to various research resources, including research centers and libraries. The faculty members have expertise in various program areas, including Educational Leadership, Language Education, and Mathematics Education (Salasbar et al., 2017).
4. University of Batangas (UB): UB is a private university in Batangas that offers a PhD in Education program. The program has a diverse faculty with expertise in various program areas, including Curriculum and Instruction, Educational Management, and Language Education. UB also provides students with access to research resources and opportunities to engage in various research activities (Albalate et al., 2018).

To remain competitive, LSPU's proposed PhD in Education program may need to develop a strong research culture and provide students with access to a wide range of research resources. The program may also need to attract and retain highly qualified faculty members with expertise in various program areas. Additionally, the program may need to offer unique specializations or research foci that differentiate it from other programs in the CALABARZON region.

CONCLUSION

Based on the gathered data, it can be concluded that LSPU is well-positioned to offer a PhD in Education program. Research indicates sufficient demand and financial viability for the program, demonstrated by the large number of teachers pursuing higher education in the field. Additionally, the availability of resources such as research facilities, libraries, and faculty members with PhDs in education and related fields suggests that the university has the necessary infrastructure to support the program.

Furthermore, the fact that LSPU meets the minimum faculty requirements as per CHED policies and guidelines is a positive sign. Having faculty members with the required academic qualifications and experience is crucial for the success of any academic program, particularly a PhD program. The availability of faculty members who specialize in the program areas offered by the proposed program is also a significant advantage.

Another strength of LSPU is its status as a Center of Development in Teacher Education. This designation reflects the university's commitment to excellence in teacher education, which is directly relevant to the proposed PhD in Education program. The program is aligned with the university's vision, mission, and goals, which are focused on developing competent and ethical professionals who can contribute to the social and economic development of the country.

In conclusion, the gathered data supports the viability of LSPU's proposed PhD in Education program. With sufficient demand, available resources, and a strong faculty base, the university is well-equipped to offer a high-quality program that meets the needs of educators and researchers in the region.

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