**INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH**
2024, Vol. 5, No. 11, 4788 – 4799
http://dx.doi.org/10.11594/ijmaber.05.11.37

**Research Article**

# A Feasibility Study on the Offering DITM Doctor of Industrial Technology Management (DITM) at the Graduate School Bulacan State University-Main Campus

Allen N. Maroma*, Warlito M. Galita, Dolly P. Maroma

Graduate School/ College of Industrial Technology, Bulacan State University, Malolos City 3000, Philippines

*Article history*:
Submission 31 October 2024
Revised 07 November 2024
Accepted 23 November 2024

**Corresponding author:*
E-mail:
allen.maroma@bulsu.edu.ph

**ABSTRACT**

This study investigates whether the Graduate School of Bulacan State University-Main Campus could provide a Doctor of Industrial Technology Management (DITM) program. The study's goals were assessing the demand for a DITM program, examining comparable services in the area, performing financial and managerial analysis, and creating a suggested curriculum. Results indicate strong interest from prospective registrants, supporting the demand for the program. The program was established with additional help from thoroughly examining competing programs, financial sustainability, and operational logistics. To advance technology management education and give students a variety of abilities to solve market difficulties, BulSU implemented DITM. By encouraging cooperation between public and commercial organizations, the initiative would cultivate the growth of highly qualified professionals who could lead responsible and sustainable technology management practices. As a result, this initiative would contribute positively to the community and the broader industrial landscape.

***Keywords***: *Technology, Management, Feasibility, Industrial technology*

## Introduction

Graduate education, as the pinnacle of the educational system, is one of the most effective ways to enhance the skills of education professionals (Commission on Higher Education, 2007). This aligns with higher education's mandate that Higher Education Institutions (HEIs) supply qualified human resources overseas and in the Philippines (Commission on Higher Education, 1998).

In 2012, the Bulacan State University Graduate School responded to the demand for a Bachelor in Industrial Technology (BIT) community by introducing the Master of Industrial Technology Management (MITM) program. This initiative aimed to elevate its

*How to cite:*
Maroma, A. N., Galita, W. M., & Maroma, D. P. (2024). A Feasibility Study on the Offering DITM Doctor of Industrial Technology Management (DITM) at the Graduate School Bulacan State University-Main Campus. *International Journal of Multidisciplinary: Applied Business and Education Research*. *5*(11), 4788 – 4799. doi: 10.11594/ijmaber.05.11.37

BIT graduates' intellectual prowess and professional advancement opportunities. To propel these graduates to the pinnacle of the educational hierarchy, they must pursue a Doctoral Program that complements their Master's degree. Therefore, introducing the Doctor of Industrial Technology Management (DITM) program appears to be the natural progression, ensuring alignment with their academic journey and professional aspirations.

Research examining the relationship between the academic programs supported by the Commission on Higher Education (CHED) in the Philippines and the skills required in a dynamic labor market confirms the need for advanced education in industrial technology (Bustos, 2024). This indicates a pressing need for educational programs that meet industry demands.

Several Philippine schools have successfully introduced doctoral programs in technology management. Technology management is a major in the Doctor of Philosophy program at the Technological University of the Philippines (Anas, 2024). Likewise, specialist programs offered by the University of Santo Tomas and Southern Leyte State University show the feasibility of such academic offerings in the area (Southern Leyte State University, 2024; University of Science and Technology of Southern Philippines, 2021).

A strong curriculum is crucial for the Doctor of Industrial Technology Management (DITM) program. To better prepare students for the job, the curriculum should be created to satisfy both academic rigor and practical relevance (Bernaldez, 2024). It should also reflect current industry practices and technological breakthroughs, which can be improved by collaboration with industry professionals (Bernaldez, 2024).

Bulacan State University's standing as a pioneer in technology education may be strengthened with the launch of the DITM program. Building on the capabilities of the university's current College of Industrial Technology, graduates would emerge with skills suited to the changing demands of the industrial sector (Bustos, 2024).

Key stakeholders' engagement is essential to the program's success (Chavez, Cepeda, & Rubi, 2022). Faculty, business leaders, and prospective students can all offer insightful opinions that help ensure that the program satisfies industry and community requirements (Bustos, 2024). A supportive atmosphere for the program would also be created by such cooperation, increasing its acceptability and applicability (Chavez et al., 2022).

It is essential to evaluate the resources, such as trained instructors and educational facilities, to implement the DITM program successfully (Krisarat et al., 2023). Recent studies have shown that several industries require qualified workers and that educational institutions are crucial to meeting these demands (Bustos, 2024). For implementation to be sustainable, it is essential to comprehend these university-wide capacities.

Understanding the competitive environment for advanced technology management programs can be gained by carrying out a thorough market analysis (Krisarat et al., 2023). This involves researching current academic programs and determining whether prospective students are interested in pursuing Ph.D. studies in this area (Bustos, 2024).

Implementing the DITM program can greatly enhance Bulacan State University's academic offerings and community involvement. The university can contribute to forming a competent workforce vital to the nation's economic growth by adjusting its educational programs to meet the demands of the changing industrial landscape, particularly in light of the growing need for professionals with expertise in industrial technology management (Commission on Higher Education, 1998).

According to the Commission on Higher Education, feasibility analysis is necessary to propose HEIs' latest program offerings. Viability research is essential to practically all suggested undertakings (Krisarat et al., 2023). In the case of academic programs, higher education institutions must consider society's impact when offering programs (Republic Act No. 8292, 1998).

In line with this initiative, the researchers convened to undertake a comprehensive Feasibility Study. The study involved a random selection of MITM graduates. Additionally, online FGDs were conducted with both internal and

external stakeholders. Furthermore, benchmarking activities were carried out through online engagements with faculty members and administrators from Bulacan State University.

Bulacan State University catalyzes dynamic change within the community. The introduction of the Doctor of Industrial Technology Management program aims to produce highly competent graduates who will actively contribute to national development and effectively address the challenges of global competitiveness (Chavez et al., 2022).. These graduates exemplify the university's commitment to delivering excellent academic programs.

The study aimed to determine the feasibility of offering a Doctor of Industrial Technology Management program at the Graduate School of the Bulacan State University. Specifically, it endeavored to 1) To measure current market demand for a Doctor of Industrial Technology Management program; 2) Analyze schools within the region and neighboring provinces that offer Doctor of Industrial Technology Management; 3) Present financial and management aspect analysis, and 4) draft the Doctor of Industrial Technology Management curriculum

## Methods

This study utilized a descriptive research design, drawing upon demand statistics gathered through surveys and documentary analysis of data obtained from available records.

### Respondents

The market demand assessment drew upon insights from the education and industry sector, particularly by engaging graduates from programs such as the Master of Industrial Technology Management and related fields. The respondents were specifically chosen since they are potential clients who may enroll in the program. They include MITM graduates, students currently enrolled in the MITM program, and undergraduate students with a Bachelor of Industrial Technology degree. These respondents were pivotal in evaluating the demand for the proposed specialization in the education and student market. Their input provided invaluable insights into the industry's needs and preferences, thereby guiding the development of the program to align with market demands effectively.

### Survey Instruments

The researchers employed a refined survey instrument to analyze demands within the education and employment sectors. Tailored specifically to assess education market needs, this instrument incorporated inquiries designed to measure the interest of prospective graduate degree holders and students. Working with a statistician, the preliminary findings underwent rigorous validation and subsequent adjustments to refine the tool's precision and ensure its effectiveness in accurately capturing market insights.

### Data Analysis

### Conduct of Survey

To facilitate ease of participation for respondents, the researchers conducted surveys with graduate students via online platforms, utilizing Google Forms in particular. The survey questionnaires for graduate students were distributed directly via their email addresses, providing a convenient and accessible method for them to provide feedback.

### Documentary Analysis

The respective offices obtained relevant files, documents, and records essential for conducting an institutional scan to assess faculty availability, equipment, facilities, and other resources through established record request protocols. Analysis was conducted to evaluate the availability of resources, serving as a foundation for assessing the management feasibility of the proposed program specialization.

### Ethical Considerations

Before commencement, this paper underwent meticulous review and approval by the Ethics Review Committee of Bulacan State University-Main Campus, ensuring strict adherence to ethical standards. Similarly, rigorous protocols will be observed to safeguard the confidentiality and anonymity of data collected from participants in full compliance with the provisions outlined in the Data Privacy Act.

### Informed Consent Process

Eligible participants were provided with an informed consent document, which clearly outlined the study's main objectives and elaborated on the potential risks and benefits associated with their participation, considering the study's scope and nature. The document explicitly stated that participation in the survey was voluntary, and all personal data would be treated with the highest level of confidentiality by the provisions outlined in the Data Privacy Act. Moreover, participants were assured of their right to withdraw from the survey at any point without facing any penalties.

## Results and Discussion

### Evaluation of Education Market Demand

Market viability was evaluated through an online survey conducted among graduates of the MITM program to determine the demand for prospective students in the market. Since the university aims to provide an accessible education to deserving students, the students residing within the province of Bulacan were prioritized. Their distribution and basic demographic profile are presented in Table 1.

Seventeen (17) MITM graduates from 2014 to 2023 and twenty-three (23) MITM students currently enrolled in the MITM program voluntarily accepted the invitation to join the survey.

The respondents also comprised 50 third-year Bachelor of Industrial Technology students enrolled at Bulacan State University, Malolos Campus.

*Table I. Distribution of the Potential Respondents who may enroll in the Doctor of Industrial Technology Management Program*

| Group | F | Yes | | No | |
|---|---|---|---|---|---|
| | | F | % | F | % |
| A. Undergraduate/3rd Year BIT students | 50 | 42 | 84 | 8 | 16 |
| C. Graduate students | 23 | 23 | 100 | 0 | 0 |
| D. MITM graduates | 17 | 16 | 94.11 | 1 | 5.89 |
| Overall | 90 | 81 | 90 | 9 | 10 |

The market demand was ascertained by potential enrollees in the program who showed interest in the survey.

Table I shows the distribution of the respondents who may enroll in the Doctor of Industrial Technology Management program. A large majority of the respondents attest to their intentions of enrolling in the program. It may be noticed that most respondents who did not affirm their intention to enroll emanated from the undergraduate group. Upon interview, the respondents were unaware of the nature of graduate studies and that they could continue their studies and progress in their careers by engaging in such educational development.

One MITM graduate indicated he was already enrolled in a Doctorate program at a University in the National Capital Region. However, if the program is implemented, he may reconsider to transfer to BulSU.

*Table II. Reasons for Enrolment in the DITM Program*

| Reason for enrolment | F | % |
|---|---|---|
| Professional Growth | 45 | 50.00 |
| Prestige of becoming a DITM holder | 13 | 14.44 |
| High salary | 28 | 31.11 |
| Employability | 4 | 4.45 |
| Total | 90 | 100 |

Table II shows that the data presented indicates why potential candidates might be interested in pursuing a Doctor of Industrial Technology Management (DITM) program. The data provides percentages corresponding to different motivating factors. The data shows that professional growth is the most significant motivator for individuals considering the DITM program. This accounts for half of the responses. It suggests that potential candidates are keen on enhancing their skills, gaining advanced knowledge, and improving their career trajectories through this program. While Only a small fraction (4.45%) are primarily motivated by the prospect of improved employability. This may indicate that individuals interested in this program already perceive themselves as employable and are more focused on career advancement than entry into the job market.

The data indicates that the primary motivators for pursuing a Doctor of Industrial Technology Management program are professional growth and high salary potential, followed by the prestige of becoming a DITM holder. Employability, while still a factor, is of lesser concern. To ensure the program's success, it is crucial to emphasize professional development and financial benefits while highlighting the prestige associated with the qualification. Tailored marketing strategies that align with these motivations can enhance enrollment and the program's overall appeal.

*Table III. Possible hindrance for not taking DITM*

| Hindrance/s | F | % |
|---|---|---|
| No Graduate School offering the program nearby | 31 | 35 |
| Heavy workload | 36 | 40 |
| Financial | 23 | 25 |

In Table III, the data presented indicates the possible hindrances that potential candidates might face in pursuing a Doctor of Industrial Technology Management (DITM) program. The data shows that the most significant hindrance for individuals considering the DITM program is a heavy workload, accounting for 40% of the responses. This suggests that potential candidates are concerned about balancing the demands of their current professional responsibilities with the rigorous requirements of a doctoral program.

A significant percentage (35%) of respondents indicated that the lack of nearby graduate schools offering the program is a significant hindrance. This suggests that geographical accessibility is a critical factor for potential candidates.

Financial constraints are also a notable hindrance, with 25% of respondents indicating this as their primary concern. This implies that the program's cost is a significant barrier for a quarter of potential candidates.

The data reveals that the primary hindrances to enrolling in a Doctor of Industrial Technology Management program are heavy workload, lack of nearby institutions offering the program, and financial constraints. Addressing these concerns through flexible scheduling, online course offerings, financial aid, and scholarships will make the program more accessible and attractive to prospective students.

## Likelihood of Engagement in the Doctor of Industrial Technology Management (DITM) Program

A survey characterized the general knowledge and level of awareness of the Doctor of Industrial Technology Management was administered. It determined the respondents' willingness to pursue the Doctor of Industrial Technology Management program.

*Table IV. Perceptions and Likelihood of Engagement with the Doctor of Industrial Technology Management (DITM) Program*

| ITEM | MEAN | VI |
|---|---|---|
| 1. How likely that there is a greater chance of personal and professional growth in pursuing DITM? | 4.20 | Likely |
| 2. Do you agree that there is a high demand for graduates of the DITM program? | 4.01 | Agree |
| 3. How likely are you going to enroll in the DITM program? | 3.79 | Likely |
| 4. Do you agree that you have the capability of taking the program DITM? | 3.55 | Agree |
| 5. Do you agree that a DITM degree will increase the employability of graduates in both the public and private sectors? | 3.73 | Agree |
| 6. Do you agree that graduates of DITM will have a better career and educational opportunities than those without? | 3.79 | Agree |
| 7. How likely are you to recommend the program DITM to your friends, and colleagues? | 4.20 | Likely |
| 8. Do you agree to the offering of the Doctor of Industrial Technology Management program at Bulacan State University | 4.20 | Agree |

Table IV presents mean scores and verbal interpretations (VI) for responses to various items related to perceptions of the Doctor of Industrial Technology Management (DITM) program. The data suggests a favorable perception of the Doctor of Industrial Technology Management program across multiple dimensions.

Overall, the responses reflect a positive outlook on the DITM program, suggesting it is a valuable educational and professional investment with solid support and anticipated benefits. The program is well-positioned to meet the needs of its intended audience, with potential for growth and success.

**Determinants of Supply**

The expressed interest from respondents serves as compelling evidence within the education market. These findings validate the proposed introduction of the Doctor of Industrial Technology Management program at BulSU. In recent years, BulSU has grappled with a notable enrollment decline attributed to the K-12 transition within the education system. However, projections outlined an anticipated resurgence in enrollment over the next decade, promising growth in the student population.

This upward enrollment trend presents an opportune moment to introduce the Doctor of Industrial Technology Management program, particularly considering its absence in any State University or College within Region 3. The university stands poised to capitalize on this increasing demand for advanced academic offerings, further solidifying its position as a leading institution in the region.

**Presence of Existing Higher Education Institutions Offering DITM**

Due to the persistent demand from graduates of the MITM program seeking further academic and professional growth, the proponents are compelled to propose introducing the DITM program at the Graduate School of Bulacan State University.

Currently, only one institution offers a doctorate program in Technology Management, located in Metro Manila—the Technological University of the Philippines (TUP). However, their program, the Doctor of Philosophy major in Technology Management (Ph.D. T.M.), comprises 60 units, unlike our proposed Doctor of Industrial Technology Management (DITM) program, which totals 48 units.

Anticipated enrollees are expected not only from Bulacan and Region III but also from Metro Manila, as many of our students secure employment not only in Bulacan but also in industry hubs such as the Clark Special Economic Zone (CSEZ) and Subic Special Economic Zone (SSEZ), extending to regions like Laguna and Cavite. Additionally, we anticipate enrollment interest from students abroad because certain enrollees are based in other countries.

Furthermore, this projection does not account for faculty members seeking to advance their careers through doctoral studies.

**Evaluation of Management Viability in Terms of Faculty, Equipment and Facilities, and Library Resources**

**On Faculty Inventory**

The program consists of bridging, core, major, and cognates following the proposed DITM Curriculum based on CMO No. 15 Series 2019 and Bachelor of Industrial Technology (BIndTECH) CMO. All these subject offerings can be handled by highly qualified faculty members from the College of Industrial Technology (CIT), College of Information and Communications Technology (CICT), and College of Engineering (COE).

**Article VI, Section 10 of CMO No. 15, Series of 2019,** mandates that each doctoral program must maintain a minimum of four (4) full-time faculty members at all times. These faculty members must hold doctorate degrees in the relevant discipline and have published works in internationally or nationally indexed journals. Alternatively, they may have produced publicly recognized creative outputs or technological innovations.

To increase the number of qualified faculty members to handle courses in Doctor of Industrial Technology Management, the following are recommended to wit (1) give scholarships to pursue graduate studies, (2) invitations with attractive salaries, (3) give training that is funded by BSU, among other things.

Table V shows that faculty members hold doctorate degrees in their respective specializations. Cognate Subject Professors who will handle Research and Statistics subjects are also Doctorate holders from their respective specializations.

*Table V. Faculty Profile of Doctor of Industrial Technology Management*

| Faculty | Academic Rank | Educational Qualification | Field Of Specialization |
|---|---|---|---|
| **1** | Associate Professor V | Doctor of Philosophy | Educational Management |
| **2** | Associate Professor V | Doctor of Philosophy | Engineering Management |
| **3** | Professor VI | Doctor of Education | Educational Management |
| **4** | Associate Professor V | Doctor of Philosophy | Industrial Educational Management |

Most of the faculty members hold the academic rank of Professor VI; one is a Professor III, while another is a Professor III.

All of the faculty members have permanent status at the university.

**On Physical Facilities and Equipment Inventory**

The proposed DITM program will still be under the College of Industrial Technology, which offers MITM and BIT majors in varied specializations. As such, there are existing laboratory facilities and equipment for all the core courses required, which can initially be shared with students who will enroll in the Doctor of Industrial Technology Management.

During the initial stages of the program, specific equipment for professional courses may be shared among students. However, course-specific equipment will be needed to enhance the learning experience as the program progresses. The College of Industrial Technology will provide laboratory rooms with modern facilities for the various specialized electives. These facilities include the e-learning laboratory, Mechatronics and Robotics laboratories, and CNC Machine Shops.

**On Student Support**

The availability of student support, particularly in terms of library and information resources, has been detailed in Table VI. The Bulacan State University E-Library currently exceeds the established CHED minimum requirements. The library adequately supports teaching and learning activities for general education and core courses.

The library collection for the Doctor of Industrial Technology Management (DITM) program has been thoroughly evaluated, revealing a substantial and well-rounded selection of e-books for each subject within the curriculum.

This comprehensive assortment encompasses foundational texts and advanced literature, ensuring that students have access to essential resources for their academic and research needs.

The collection's breadth includes multiple copies of key textbooks, enabling sufficient access for all students enrolled in the program. Moreover, the variety within the collection caters to the diverse aspects of industrial technology management, ranging from theoretical underpinnings to practical applications. This ensures that students can explore various perspectives and methodologies pertinent to their

Table VI displays the current personnel of the University Library. Each member holds a degree relevant to their role, and most have been with the University for over a decade, holding permanent positions. Additionally, all staff members have successfully passed the Professional Regulations Commission Examination for Professional Librarians.

*Table VI. Summary of Collection for Doctor of Industrial Technology Management*

| Subject | No. of Titles | No. of Volumes |
|---|---|---|
| **A. Core Subjects** | | |
| DC 601 - Philosophy of Industrial Technology | 5 | 5 |
| DC 602 - Quantitative Research | 6 | 6 |
| DC 603 - Qualitative Research | 6 | 6 |
| DC 604 - Advanced Statistics | 8 | 8 |
| **B. Major Subjects** | | |
| DITM 601 - Ecology of Technology | 5 | 5 |
| DITM 602 - Managing Technological Change and Innovation | 5 | 5 |
| DITM 603 - Organizational Theory and Design | 5 | 5 |
| DITM 604 - Financial Management | 5 | 5 |
| DITM 605 - Operations Research and Production Management | 6 | 8 |
| DITM 606 - Management of New and Emerging Technologies | 7 | 7 |
| **C. Cognates Subjects** | | |
| DITM 612 - Project Development and Evaluation | 7 | 7 |
| DITM 613 - Independent Study | 5 | 5 |
| DITM 614 - Advanced Industrial Psychology | 6 | 6 |
| DITM 615 - Environmental Management | 5 | 5 |
| DITM 616 - Managerial Economics | 5 | 5 |

Regarding laboratory personnel, it is important to note that the program does not require laboratory facilities.

**Financial and Management Sustainability**

Financial Aspect

This section presents the financial analysis of the proposed program offering. The study aims to determine the economic viability of the proposed program offering under given assumptions.

Revenues

The revenues that will accrue to the university will come from the tuition fees of the students enrolling in the proposed program.

Tables 6, 7, and 8 present the financial analysis concerning assumptions for the revenues and expenses, respectively.

Assumptions
Fees per term (Source: BulSUGS, 2022)
*Table VII. Fees for One Academic Year*

| One Academic Year | Number of Units | Fees |
|---|---|---|
| 1st Trimester | 9 | 9,650. |
| 2nd Trimester | 9 | 9,200. |
| 3rd trimester | 6 | 6,500. |
| | 24 (8 subjects) | 25,350.00 |

Table VII shows the distribution of 24 academic units as predicated through CMO No. 15, series of 2019 (Bulacan State University Graduate School, 2022). The table details the fees associated with a single academic year, segmented into three trimesters. It includes the number of units per trimester and the corresponding fees. The total number of units for the entire academic year is 24, distributed across eight subjects, with a cumulative cost of 25,350.00 pesos.

Table VIII presents a projected financial analysis for revenues over three academic years, detailing the expected number of enrollees, the fees per entrant, and the projected revenue for each enrollee category and assuming that each entrant will acquire twenty-four academic units for the initial year and shall enroll for dissertation writing in the succeeding year. The total projected revenue over this period is 3,717,500.00 pesos.

*Table VIII. Projected Financial Analysis for Revenues*

| Academic Year | Projected Number of Enrollees | Fees per entrant | Projected Revenue |
|---|---|---|---|
| 2023-2024 | 25 (new entrant) | 25,350.00 | 633,750.00 |
| | 25 (dissertation) | 11,900.00 | 297,500.00 |
| 2024-2025 | 25 (new entrant) | 25,350.00 | 633,750.00 |
| | 25 (dissertation) | 11,900.00 | 297,500.00 |
| 2025-2026 | 25 (dissertation defense fee) | 23,500.00 | 587,500.00 |
| | 50 (new entrant) | 25,350.00 | 1,267,500.00 |
| Total revenue | | | 3,717,500.00 |

The projected total revenue of PhP 3,717,500.00 over three years reflects a robust financial outlook, assuming stable or growing enrollment. This revenue can support ongoing operational costs, academic programs, and potential institutional improvements.

Expenses

The University will not need additional faculty members for the Doctor of Industrial Technology Management as the existing core faculty meets the minimum requirements specified in CMO No. 15, series of 2019. Similarly, there is no requirement for additional classrooms, as the classes are scheduled to be held on weekends. Moreover, there will be no need to purchase new laptops since the administration has already provided each faculty member with a new laptop for instructional purposes, which can also be utilized for the proposed program. However, acquiring additional books, particularly recent editions, will be necessary to support face-to-face classes.

*Table IX. Projections for the Financial Analysis Concerning Expenses*

| Items | Amount per Annum | Remarks |
|---|---|---|
| Expenses | | 54 hours x 8 subjects = 432 hours<br>Php 580,629.60 = 432 hours x 1,344.05 (Assoc Prof V rate) |
| salaries | 580,629.60 | AY 2023- 2024 (24 academic units) |
| | 580,629.60 | AY 2024-2025 (24 academic units) |
| | 580,629.60 | AY 2025-2026 (24 academic units) |
| | 705,000.00 | Dissertation Defense Fee for AY 2024-2025 (23,500 x 30 students) |
| supplies | 8,000.00 | In 1 year; increase of 3,000.00 per year |
| library | 20,000.00 | In 1 year; (5books per subject/8 subjects) increase of 5,000.00 per year as recommended by the BulSU Graduate School librarian |
| maintenance | 4,500.00 | In 1 year; increase of 1125 per year |

Projected Income Derived from the Implementation of the Program

The economic viability of the proposed program offering has been assessed by comparing the value of the resources to be invested against the anticipated consumption of those resources. Table IX outlines the expected expenses, while Table X presents the projected income statement. By the end of the third year, the university's retained earnings are expected to total Php 1,270,11.60

A portion of the university's yearly budget may be set aside for the DITM program, covering essential expenses, including facility improvements, program materials, faculty salaries, and technology infrastructure. Future budget cycles may give this allocation special attention because of the program's compatibility with university's aim to enhance technological knowledge.

*Table X. Income Statement*

| Particulars | Academic Year | | |
|---|---|---|---|
| | 2023-2024 | 2024-2025 | 2025-2026 |
| Revenues | | | |
| Fees | 633,750.00 | 931,250.00 | 2,152,500.00 |
| Expenses | | | |
| Salaries | 580,629.60 | 580,629.60 | 1,161,259.20 |
| Supplies | 8,000.00 | 11,000.00 | 14,000.00 |
| Library | 20,000.00 | 25,000.00 | 30,000.00 |
| Maintenance | 4,500.00 | 5,625.00 | 6,750.00 |
| Total Expenses | 613,129.60 | 622,249.6 | 1,212,009.20 |
| Net Savings | 20,620.40 | 309,000.40 | 940,490.80 |
| Retained Savings | ------ | 20,620.40 | 329,620.80 |
| Net Income (current) | 20,620.40 | 309,000.40 | 940,490.80 |
| Current Savings | 20,620.40 | 329,620.80 | 1,270,11.60 |

Management Aspect

The Doctor of Industrial Technology Management program will be led by a Program Coordinator who possesses a doctoral degree and operates under the oversight of the Graduate School Dean. The primary responsibilities of the Program Coordinator include:

Allocating courses to qualified faculty members within the program, then coordinating with the Dean for final approval.

Fostering scholarly research and facilitating relevant extension activities and programs.

Propose and implement plans and projects for faculty and students' holistic development and well-being.

Developing innovative strategies to cultivate and maintain harmonious relationships among colleagues and other faculty and staff.

Collaborating with colleagues to review and enhance programs, curricula, and syllabi.

Carrying out other tasks as assigned by the Dean.

## Conclusion

A significant number of participants expressed their intention to enroll in the DITM program.

The feasibility of offering a Doctor of Industrial Technology Management is supported by comprehensive analysis across market demand, program specifics, financial viability, economic impact, and management considerations.

Recognizing the urgent demand for introducing a Doctor of Industrial Technology Management program within the education sector is crucial. This program is essential for ensuring the continuous advancement of responsible technology management practices, catering to the needs of present and future generations. Furthermore, its establishment will facilitate the development of a diverse skill set among students, empowering them to explore their specific interests deeply—an indispensable asset for proficient technology management.

Establishing the DITM program at BulSU would catalyze fostering collaboration between private and public institutions. This synergy would enable the provision of highly skilled professionals in advanced technology management who are equipped to uphold quality standards. Additionally, the program would be pivotal in promoting sustainable and responsible industry management, positively impacting the community.

Upon implementing the program, it is imperative that the administration engage with industry stakeholders regularly to keep the curriculum responsive to the needs of the industry.

## Acknowledgment

The authors would like to express profound gratitude to Dr. Teody C. San Andres, University President of Bulacan State University, for his unwavering support and encouragement in pursuing academic excellence. Special thanks are also extended to Dr. Marlon Leyesa, dean of the College of Industrial Technology, and Dr. Leonora De Jesus, the college secretary of the Graduate School, for providing valuable guidance and fostering an environment conducive to scholarly research. Their leadership and dedication have been instrumental in successfully completing this research article.

The authors also wish to extend heartfelt appreciation to the graduates and students of the Master of Industrial Technology Management (MITM) program and the Bachelor of Industrial Technology (BIT) students for their active participation and valuable insights that contributed significantly to this study. Their cooperation and engagement have been essential in successfully completing this research.

## References

Anas, W. (2024). Graduate programs. Technological University of the Philippines. Retrieved from http://www.tup.edu.ph/graduate/admission/graduate-programs

Bernaldez, S. A. (2024). Management by values of industrial technology teachers: Gearing up in the forefront of ASEAN integration. IAMURE International Journal of Multidisciplinary Research, 12(1). Retrieved from https://ejournals.ph/article.php?id=2726

Bulacan State University Graduate School. (2022). Graduate School manual of operations.

Bustos, R. (2024). Bridging the gap: Aligning higher education priorities with the shifting job landscape in the Philippines. Recoletos Multidisciplinary Research Journal, 12(1). https://doi.org/10.32871/rmrj2412.01.02

Chavez, R., Cepeda, O., & Rubi, R. (2022). A feasibility study on Doctor of Philosophy majors in Science, Technology, Engineering, and Mathematics (STEM) in a state college

in Bicol. Journal of Positive School Psychology, 6(3).

Commission on Higher Education. (1998). CMO No. 36 s. 1998: Policies and standards of graduate education. Metro Manila, Philippines.

Commission on Higher Education. (2007). CMO 53 s. 2007: Policies and standards for graduate programs in education for teachers and other education professionals. Metro Manila, Philippines.

Forlales, E. L. (2018). Feasibility study on offering Master of Engineering in Romblon State University, Philippines. International Journal of Scientific Engineering and Research, 6(7), 118–126. Retrieved from https://www.ijser.in/archives/v6i7/IJSER1822.pdf

Krisarat, J., Jiraporn, Y., Chanikan, S., Wasin, S., & Jumphon, C. (2023). Problems and obstacles in opening a doctoral program: Case study of the Faculty of Law, Prince of Songkla University. Songklanakarin Law Journal, 6(1), 19–35.

Panaraut, W., Kwanta, B., Chiraporn, W., Payao, P., & Chularat, H. (2021). A study of readiness to open graduate program of Faculty of Nursing, Praboromajchanok Institute and needs for further study at the nursing graduate level of professional nurses. Nursing Journal of the Ministry of Public Health, 31(3), 110–124.

Republic Act No. 8292. (1998). The Higher Education Modernization Act of 1997. Retrieved from https://ched.gov.ph/wp-content/uploads/2017/05/Republic-Act-No.-8292-The-Higher-Education-Modernization-Act-of-1997.pdf

Southern Leyte State University. (2024). Doctor of Philosophy in Technology Management (PhD-TM). Retrieved from https://southernleytestateu.edu.ph/index.php/en/doctor-of-philosophy-in-technology-management-phd-tm

University of Science and Technology of Southern Philippines. (2021). Doctor of Technology Education. Retrieved from https://www.ustp.edu.ph/cdeo/cste/dte/

Yenko, A. (2024). 2028 growth of BPO industry in the Philippines. SuperStaff: Philippine Outsourcing & BPO Call Center Services. Retrieved from https://www.superstaff.com/blog/growth-of-bpo-industry-in-the-philippines/