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Research Article

Feasibility of Offering Bachelor of Technical Vocational Teacher Education (BTVTEd) Major in Computer Hardware Servicing in Sorsogon State University – Bulan Campus

Joper Vincent B. Medalla*, Mark Anthony D. Dipad, Corazon G. Bongalosa

Information & Communications Technology / Education Department, Sorsogon State University – Bulan Campus, Zone 8, Bulan, Sorsogon 4706

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**Corresponding author:*
E-mail:
jopet.medalla@sorsu.edu.ph

ABSTRACT

Based on CHEd Memorandum Order No. 79, series of 2017, the Bachel of Technical Vocational Teacher Education (BTVTEd) Major in Comput Hardware Servicing program is designed to enhance the knowledge, d sirable values and skills of computer service technicians in accordan with industry standards. This mixed design research sought to dete mine the feasibility of offering this program in Sorsogon State Universi - Bulan Campus (SorSU-BC). It was found that the offering of the progra is highly necessary and can expect a moderate sufficiency of enrolee The program will also provide significant benefits to the different d mains of the society such as the government, the community, the bus ness industries and the students. The offering of the program is als highly sustainable in terms of enrolment, faculty, competition and facil ties. It is also consistent with the vision and mission of the university ar adheres to the pertinent legal foundations. Generally, faculty requir ments are complied with but there is a need to hire faculty members wi master's degree in technology education or its equivalent. The laborat ries and physical facilities required for the offering of the program ar already available considering the existence of the IT-education ar teacher-education programs. Therefore, the offering of BTVTEd major Computer Hardware Servicing is found to be feasible. It is recommende for SorSU Bulan Campus to craft a program curriculum for BTVTEd Cor puter Hardware Servicing so that it can be offered in the university wi the approval of the Commission on Higher Education.

Keywords: *Feasibility, BTVTEd Major in Computer Hardware Servicing, Sorsogon State University – Bulan Campus.*

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Introduction

As the 21st Century progresses, computer technology has become an integral part of the society. From becoming highly manual, societal mechanisms have shifted towards the utilization and integration of information and communications technology. Lee (2002) notes that computer technology has influenced almost all of the most fundamental aspects of the global society including business and market structure, the workplace, private life and education. This effect is further manifested by the trends and demands in jobs and industries. In fact, in the past five years and in the next five to ten years, jobs that are related to information and communications technology are the among the most in-demand, both in the local and international professional arena (O'Brien; 2019, Pineda; 2019; Subido, 2019).

There is also a growing demand for digital literacy skills among graduates across disciplines. Adams (2014) reported that proficiency with computer software programs is among the skills that employers generally look for. Ali and Katz (2010) concluded that business program graduates need to posess ICT literacy skills, specifically those that are concerned with information security, confidentiality and ethical behavior, since these are the most valued by human resource consultants in businesses. Meanwhile, Landrum and Harrold (2003) found that numerical and computer skills are one of the important skill categories that employers want from psychology graduates. Ling and Nawawi (2010) pointed out that graduates of tax education programs should possess skills relevant to spreadsheet software, word-processing software and email. This is supported by the study of Elsaadani (2015) which revealed that accounting graduates should have the literacy in using the Internet, word-processing software, spreadsheet software, e-mail, commercial accounting software, and database management software. Likewise, the Department of Education (2017), in the adoption of Philippine Professional Standards for Teachers, included the utilization of ICT resources in teaching as among the strands for quality practice of the teaching profession. These indicate that digital literacy has been a game changer in the professional field; hence, computer-related programs in higher education institutions are among the most marketable programs because the professional destinations of the graduates are present. In this premise, the application of the learnings acquired by the graduates in their studies is ensured in the appropriate arena.

Meanwhile, state universities and colleges are considered partners of the community in its continuing effort to ensure productivity and progress (Reyes, 2011). In this premise, SUCs are mandated to provide quality services that will help the community in realizing its goals towards a progressive society. As one of its four mandates, Sorsogon State University needs to improve its instruction mechanisms. An indicator of this is striving towards making quality education available for all and as guided by significant literatures, Sorsogon State University – Bulan Campus considers the offering of BTVTEd Major in Computer Hardware Servicing as one of the programs under its Information & Communications Technology and Education Department.

The Commission on Higher Education (CHEd) Memorandum Order No. 79 (2017) sets the guidelines and standards for offering Bachelor of Technical-Vocational Teacher Education (BTVTEd) Major in Computer Hardware Servicing which is described as a degree program that covers two (2) competencies; namely, configuring computer systems and services, and maintaining computer systems and services. This program is also established to improve the knowledge, desirable values and skills of computer technicians in consonance with the industry standards. BTVTEd Major in Computer Hardware Servicing also includes the competencies required in the instalment, maintenance, configuration, and diagnosis of computer systems and networks. It also covers the competencies required to participate in workplace communication, work in team environment, practice career professionalism, and practice occupational health and safety procedures.

As an institution which aims to anchor its operations on a culture of research, Sorsogon State University needs to assess whether its mechanisms are well-prepared before offering the program to the community so that the

quality of education is ensured. As such, the conduct of a study that would look into the feasibility of offering the identified program is necessary. This would also help identify the areas that need to be improved and factors that need to be considered in decision making relevant to the program offering.

Objectives

This study primarily sought to investigate the feasibility of offering Bachelor of Technical Vocational Teacher Education Major in Computer Hardware Servicing Program in SorSU Bulan Campus. Particularly, it aimed to (1) determine the feasibility of offering the program in terms of (a) necessity, (b) possible number of enrolees, (c) benefits to stakeholders, (d) sustainability and (d) consonance with the University vision and mission, and (2) identify the readiness of the University in terms of (a) legal bases, (b) faculty complement, and (c) facilities.

Methodology

This study employed both descriptive and analytic research design, and utilized both quantitative and qualitative data analysis. In terms of the descriptive design, the respondents were 562 Grade 10 students from 12 national high schools in the Second Congressional District of Sorsogon (Figure 1).

The highest number of respondents are in Sta. Magdalena National High School with 152 which is equivalent to 27.05% of the total number of respondents who participated in the survey. It is followed by Bulan National High School with 80 respondents which constitute 14.23% and by San Francisco National High School with 60 students which is equivalent to 10.68% of the total number of respondents. Other schools with relatively greater number of respondents are LG Alcoba National High School in the Municipality of Bulan with 58 and Culasi National High School in the Municipality of Matnog with 50 respondents. The least number of respondents are those in Matnog National High School with 14 which constitute 2.49% of the total number.

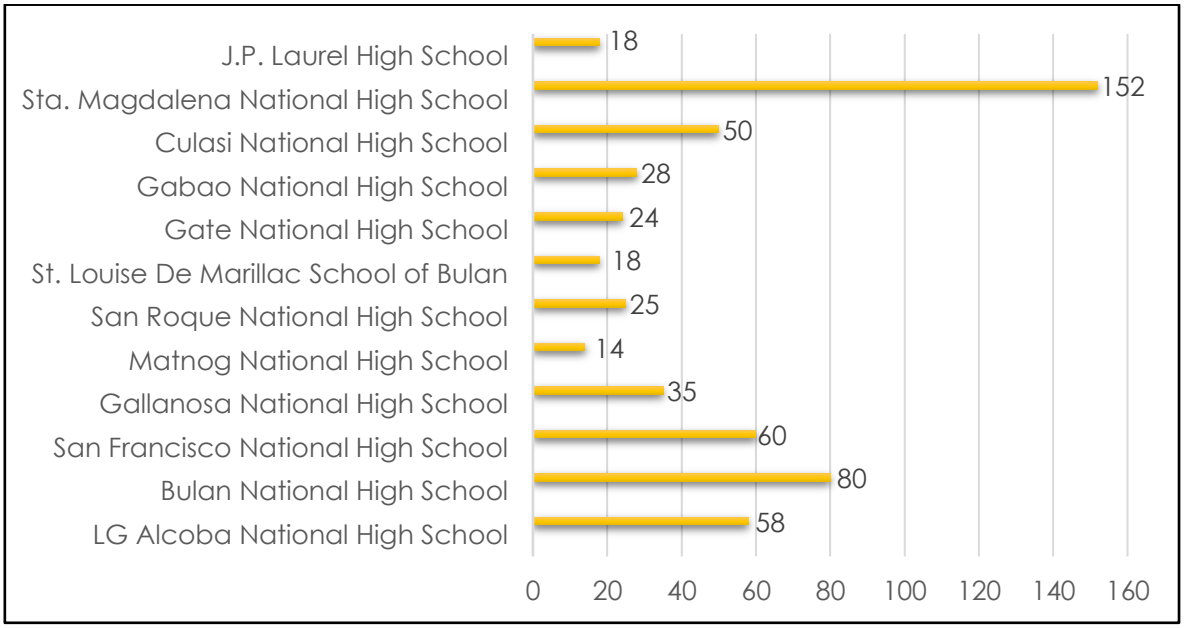

Figure 1. Distribution of Respondents per School

Meanwhile, in terms of academic strand, the Technical Vocational and Livelihood (TVL) Track has the greatest rate of percentage of respondents with 255 which is equivalent to 45.02% of the total number of respondents (Figure 2). This greater number can be explained by the structure of TVL track which is composed of several strands such as computer

systems servicing (CSS), Computer Hardware Servicing, bread & pastry productions services, welding & fabrication and caregiving. In addition, most schools that participated in this survey offer strands under the TVL track. It is followed by General Academic Strand (GAS) under the academic track with 253 respondents which constitute to also about 45.02% of the total 562 respondents. It is followed by Science, Technology, Engineering & Mathematics (STEM) with 35 respondents which is equivalent to 6.23%, Accountancy, Business & Management (ABM) with 14 students or 2.49%. The Humanities & Social Sciences (HUMSS) has the lowest share of respondents with 5 or 0.89%.

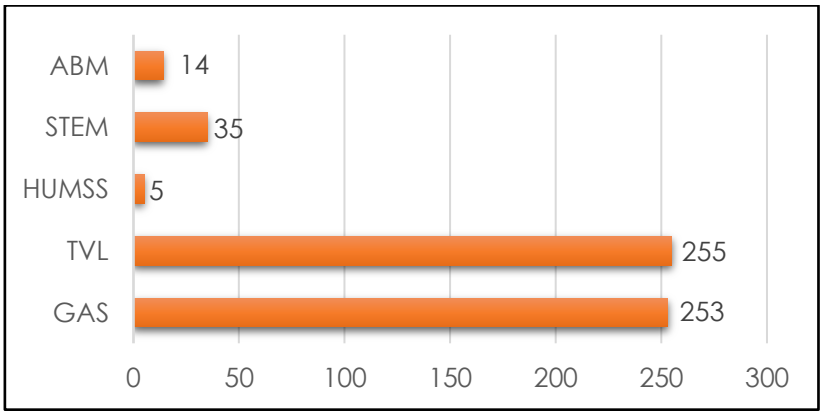

Figure 2. Distribution of Respondents per Track/Strand

The main instrument in the descriptive domain of the study was a survey-questionnaire developed by the researchers. The instrument has two parts. The first one deals with the profile of the respondents while the second one focused on the feasibility of offering the program. This highlights the necessity of offering the new program, willingness of the respondents to enrol, benefits of the new program offering, and sustainability of the new program. The instrument provides both quantitative and qualitative data.

Along the analytic design of the study, the researchers utilized legal documents and other pertinent papers which are available in the various offices of the University, government agencies and industry institutions. These documents were analyzed to provide answers to the relevant objectives.

Results and Discussion

Feasibility of Offering BTVTEd Computer Hardware Servicing in SORSU Bulan Campus

The feasibility of offering Bachelor of Technical Vocational Teacher Education (BTVTEd) Major in Computer Hardware Servicing in SorSU Bulan Campus are primarily measured based on necessity, possible number of enrolees, benefits to stakeholders, sustainability, and adherence to the University mission, vision and goals.

Necessity of Offering the Program

Table 1 presents the level of necessity of offering new program in SorSU Bulan Campus based on the perceptions of the respondents. Responses to this dichotomous item are provided together with the net necessity and percentage. The net percentage is interpreted using a scale.

The data reveal that respondents in Bulan National High School, San Francisco National High School, Gallanosa National High School, San Roque National High School, St. Louise de Marillac School of Bulan, Gabao National High School and J.P Laurel National High School recorded 100% net percentage which is described as *high necessity.* Four other schools also considered the offering of new program as a *high necessity.* Only students in Culasi National High School in the Municipality of Matnog recorded *low necessity* with 48% net percentage.

Generally, there were 539 out of 562 respondents who agreed that the offering of new

program in SORSU Bulan Campus is necessary while 23 responded that it is not. The net percentage is 91.81% which is described as *high necessity.* This implies that offering new program in SORSU Bulan Campus is necessary based from the perceptions of the students who are the primary beneficiaries of the educational mechanisms. This suggests a positive attitude of the students to new academic opportunities which is principally important in ensuring their interest to enrol in new program offerings.

Table 1. Necessity of Offering New Program

Name of School	Yes	No	Net	% Net	Description
LG Alcoba National High School	52	6	46	79.31	High Necessity
Bulan National High School	80	0	80	100.00	High Necessity
San Francisco National High School	60	0	60	100.00	High Necessity
Gallanosa National High School	35	0	35	100.00	High Necessity
Matnog National High School	13	1	12	85.71	High Necessity
San Roque National High School	25	0	25	100.00	High Necessity
St. Louise De Marillac School of Bulan	18	0	18	100.00	High Necessity
Gate National High School	23	1	22	91.67	High Necessity
Gabao National High School	28	0	28	100.00	High Necessity
Culasi National High School	37	13	24	48.00	Low Necessity
Sta. Magdalena National High School	150	2	148	97.37	High Necessity
J.P. Laurel High School	18	0	18	100.00	High Necessity
TOTAL	539	23	516	91.81	High Necessity

Legend: 74.50-100.00 - High Necessity; 49.50-74.49 – Moderate Necessity; 24.50-49.49 – Low Necessity; 0.00 – 24. 49 – Negligible Necessity

Qualitative data suggest that the necessity of offering new program emanates from three main reasons: (1) provision of new choices for academic and professional careers, (2) increase of accessibility to quality education and (3) response to the demand of the industry. Respondents believe that the offering of new program in SorSU Bulan Campus provides more choices of pursuing academic and professional careers since this widens opportunities for the students and the community. The more programs are accessible for students, the more that they are able to choose what career really fit their potentials and interests. Since it is established in the educational field that individuals have differences in terms of skills, knowledge, potentials and interests, offering new programs that fit to the local orientations ensure that these diverse academic and professional goals of the students are achieved.

Furthermore, offering of new programs in SorSU Bulan Campus also increase the accessibility of quality education in the Province of Sorsogon. As a Level III higher education institution, Sorsogon State University is deemed to be a premier institution of higher education in the province and beyond. This assumption is also believed to by the respondents as they perceive that SorSU-BC has the capability to offer quality education to its primary stakeholders—the students. Presently, while SorSU-BC offer quality programs, the accessibility of quality education is still limited since few programs that fit to the potentials and interest of local stakeholders are offered in the University. This results to usual scenario where students in the service area of SorSU Bulan Campus are studying in higher education institutions outside the Province of Sorsogon. Hence, the quality of education is directly connected to the provision of new opportunities that are relevant to the needs of the community.

Respondents also perceive that the offering of new program in SorSU-BC is the institution's contribution to the needs and demands of the industry or workplace. The offering of new program means more graduates who have the capabilities and competence needed in the industry arena. Since the country has been significantly progressing as modern technology

conquers every part of the world, the offering of new programs, especially those that are technologically-oriented is primarily necessary.

Possible Number of Enrolees

The possibility of enrolment in BTVTEd Major in Computer Hardware Servicing is shown in Table 2. The data are specified by school with those who responded to enrol and not to enrol displayed. The net enrolment and percentage were provided and described accordingly.

The results revealed that the respondents in LG Alcoba National High School recorded the highest extent of willingness to enrol in the new program offering. The net percentage of enrolment interest is 89.66% which is interpreted as very *high*. It is followed by San Roque National High School with 84.00% and by San Francisco National High School with 80.00% which are also interpreted as *very high.* Meanwhile, in Gallanosa National High School and Matnog National High School, the net enrolment interests are -8.57% and -42.86% respectively which are described as *very low*. This can be explained by the academic strands of the respondents were most of them are under STEM and ABM strands which have different fields of studies.

Table 2. Possible Number of Enrolees in BTVTEd Major in Computer Hardware Servicing

School	To Enrol	Not to Enrol	Net	% Net	Description
LG Alcoba National High School	55	3	52	89.66	Very High
Bulan National High School	53	27	26	32.50	Low
San Francisco National High School	54	6	48	80.00	Very High
Gallanosa National High School	16	19	-3	-8.57	Very Low
Matnog National High School	4	10	-6	-42.86	Very Low
San Roque National High School	23	2	21	84.00	Very High
St. Louise De Marillac School of Bulan	12	6	6	33.33	Low
Gate National High School	12	12	0	0.00	Very Low
Gabao National High School	16	12	4	14.29	Low
Culasi National High School	27	23	4	8.00	Very Low
Sta. Magdalena National High School	120	32	88	57.89	Moderate
J.P. Laurel High School	14	4	10	55.56	Moderate
TOTAL	406	156	250	44.48	Moderate

Legend: 79.45-100 = Very high; 59.45-79.44=High; 39.45-59.44=Moderate; 19.45-39.44=Low; 19.44 and less=Very Low

Generally, 406 out of 562 respondents expressed that they are willing to enrol while 156 responded that they do not have the interest to enrol. This is equivalent to net enrolment of 250 with 44.48% net percentage which is interpreted as *moderate.* These results provide positive outlook for Sorsogon State University – Bulan Campus and affirm that there will be enough number of enrolees in the program should this be offered. This level of possibility of enrolment can be explained by the fact that most of the respondents are under the General Academic Strand (GAS) which opens them to various academic field, and Technical Vocational & Livelihood (TVL) Track which is principally a preparation for the BTVTEd Program.

Qualitative data affirm this interpretation since students stated their senior high school strand as the primary driver of their willingness. Students explained that they already possess the skills which are necessary to finish the BTVTEd program such as basic to advanced computer literacy. They also perceive the program with high employability since it is avenue to different professional careers such as becoming a teacher, a vocational education/ TESDA trainer, an industry worker and owning their own technological shops.

Benefits to Stakeholders

As a higher education institution, Sorsogon State University – Bulan Campus is inherently mandated to ensure that its mechanisms are

relevant and beneficial to its various stakeholders. Hence, it is empirical that its program offerings benefit the government, the community, the students and the business industries. Qualitative analysis of students' responses that the offering of BTVTEd in SorSU – Bulan Campus is beneficial to its stakeholders.

Government. The offering of BTVTEd in SorSU-BC will be highly beneficial for the government for several premises. BTVTEd program students such as those that specialize in computer hardware servicing are expected to take Licensure Examination for Teachers (LET); hence, they are prepared to become competent teachers in the government sector. In this manner, the unavailability of teachers specializing in computer hardware servicing will be gradually resolved with the advent of competent graduates from SorSU-BC. This scenario is highly significant in the senior high school needs of the Department of Education which mold students to become skilled worker in the industry. Similarly, graduates of this program may also serve as skill trainers and assessors, especially in training provided by the Technical Education and Skills Development Authority (TESDA). Furthermore, since graduates of this program are skilled in computer services, they may be employed in government institutions where computer competence is highly needed.

Community. With the advent of more skilled worker and competent teachers both in the private and government institutions brought by graduates from the new program offering, the community will have access to quality services. A significant feature of preparing students to become competent teachers by BTVTEd program makes it highly beneficial to the community. As the educational sector improves, the lives in the community progress. Moreover, easy access to quality education reduces unemployment rate; thereby, resulting to a better economic status of the people in the community. With the presence of educated people, effective community leaders can also provide better socio-political services.

Business Industries. The versatility of graduates in the BTVTEd program makes them very productive in the business industries. The new program focuses on the development of skills of the students to prepare them both in the field of education and in industry workplace. With this mechanism, business industries are assured of the sufficiency of competent workers who not only can perform effectively but also can transfer the knowledge and skills that they have as a result of them being trained as professional teachers. Better work ethics and professionalism are also expected among the graduates which will result to better services as they immerse in the world of work.

Students. New program offering offers more opportunities for the students. As previously discussed, the differences among learners' potentials and interests are served by providing more curricular programs characterized by quality instruction. 21st Century learners are characterized as highly adventurous along different personal, social, academic and professions domains; hence, academic institutions should provide them enough arena for exploration of their skills and potentials. Since they are the direct clients of educational institutions, students will benefit in this program in terms of employment and avenues for skills development.

Sustainability of New Program Offering

Table 3 provides the data on the sustainability of BTVTEd major in Computer Hardware Servicing Program in Sorsogon State University – Bulan Campus along enrolment, facilities, competition and faculty. The net percentage of sustainability was interpreted using a scale provided.

In terms of enrolment, 542 responded that the program will be sustainable while 20 responded in contrary. This is equivalent to net response of 522 or 92.88% which is described as *high sustainability*. This sustainability is in consonance with the enrolment interest of the target students which is found to be high based on the previous discussions. Furthermore, SorSU Bulan Campus has the Second Congressional District of Sorsogon as the service area which constitute half of the population of the Sorsogon Province. The institution also serves nearby municipalities in Ticao Island such as San Fernando and San Jacinto; hence, the program will be sustainable in terms of the number of enrolees.

Table 3. Sustainability of New Program Offering

Indicators	Sustainable	Not sustainable	Net	% Net	Description
Enrolment	542	20	522	92.88	High Sustainability
Facilities	528	34	494	87.90	High Sustainability
Competition	499	63	436	77.58	High Sustainability
Faculty	535	27	508	90.39	High Sustainability

Legend: 74.50-100.00 – High; 49.50-74.49 – Moderate; 24.50-49.49 – Low; 0.00 – 24. 49 – Negligible

In terms of facilities, 528 of the respondents believed that the program will be sustainable while 34 responded otherwise. The net response is 494 or 87.90% which is characterized as *high sustainability*. This level of sustainability can be explained by the availability of facilities and equipment required by the program because SorSU - Bulan Campus houses the Information & Communication Technology Department of the University. Hence, as an ICT-oriented institution, SorSU-BC has the capabilities to offer BTVTEd Major in Computer Hardware Servicing.

A total of 499 students responded that the program is sustainable in terms of competition while 63 responded in contrary. The net sustainability is 436 or 77.58% which is described as *high sustainability*. As the only state University in the Municipality of Bulan and in the Second Congressional District of Sorsogon that will offer BTVTEd Major in Computer Hardware Servicing, competition will not affect the sustainability of the program offering. SorSU-BC has an advantage over other higher education institutions in the service area since it has the capabilities to provide quality instruction along ICT and education.

In terms of faculty, 535 respondents believed that the program is sustainable while 27 responded it is not. The net sustainability response is 508 or 90.39% which is interpreted as *high sustainability*. Faculty members are significant in the success of a program; thus, SorSU-BC must have the sufficient faculty complement. This high sustainability is justified by the fact that SorSU-BC is an ICT-Education institution where faculty members who are competent both in the fields of education and ICT are hired. Faculty members with relevant baccalaureate and master's degrees, and professional licenses are present in SorSU Bulan Campus.

Consonance with the University Vision and Mission

The vision of Sorsogon State University emphasizes the culture of excellence in the development of globally competitive and values-oriented leaders and professionals. The offering of BTVTEd major in Computer Hardware Servicing in SorSU Bulan Campus adheres to this vision since the program highlights globally demanded skills which is fundamental in producing globally competitive graduates. Graduates of this program are expected to become leaders in the institutions where they will be employed in and to become professionals who possess the attitude and values of well-educated individuals.

Meanwhile, the offering of BTVTEd major in Computer Hardware Servicing is also consistent with the mission of the University of providing industry-relevant programs that are anchored on a culture of research and entrepreneurship. The conduct of studies to determine the feasibility of offering programs in SorSU is a glaring proof of its adherence to culture of research. The program, with its capacity to produce graduates who can become assets of the community, helps in the development of Sorsogon and beyond which is also a thrust in University's mission.

Readiness of the University to Offer BTVTEd Major in Computer Hardware Servicing

Legal Bases

The primary legal basis of the offering of BTVTEd Major in Computer Hardware Servicing in SorSU Bulan Campus is Commission on Higher Education (CHEd) Memorandum Order No. 79, series of 2017. This memorandum order establishes the policies, standards and guidelines for the BTVTEd program. Provided in the memorandum order are 17

specializations under this program. One of which is Computer Hardware Servicing.

In addition, Republic Act 7666 (1993), which institutionalized the conversion of Sorsogon University of Arts and Trades into now Sorsogon State University, provides that the University shall provide higher professional, technical and special instructions in the fields of education, engineering, arts and sciences and other relevant careers. Hence, the offering of BTVTEd Major in Computer Hardware Servicing is in consonance with the legal foundation of the existence of Sorsogon State University. The BTVTEd program contributes to the realization of the provision of the law which expects the University to become an avenue towards the development of Sorsogon and beyond. In addition, with the enactment of Republic Act 11088 (2018), the University has been converted into a state university. The law requires more fields to be offered in the state university. Section 3 of the law states that the University shall offer undergraduate and graduate courses in the fields of education and technology, engineering and architecture, public administration and management, accountancy, economics and finance, agriculture, forestry and fisheries, arts and sciences, maritime education, peace and security courses, information technology and other necessary programs. The offering of BTVTEd Major in Computer Hardware Servicing is also adherent to the mandates of the University.

Faculty Complement

Section 14 of CHEd Memorandum Order No. 79, series of 2017 iterates faculty requirements for the offering of the BTVTEd program. Table 4 provides the status of compliance by the ICT Department of SORSU Bulan Campus with the faculty requirements along the BTVTEd program.

Table 4. Compliance with Faculty Requirements

Requirement Category	Specific Requirements	Remarks
General Requirements	Master's degree in education or in allied discipline	Complied
	Relevant master's degree in the subject assigned	Complied
	Have at least one year of very satisfactory teaching experience	Complied
Professional Education	Holder of valid certificate of registration and Board of Licensure Examination for Teachers	Complied
	Master's degree in education or in allied discipline	Complied
Technology Instructors/ Professors	Master's degree in Technology Education or its equivalent	Not complied
	Compliant with the training regulations of TESDA	Complied

With the merging of ICT and Education Department in Sorsogon State University – Bulan Campus, the faculty requirements of the BTVTEd program are mostly complied. The general requirements and the requirements for professional education faculty are complied with since the instructors and professors in the Education Department may teach general and professional education subjects. As a basic requirement of becoming part of the teacher-education program, instructors and professors need to become master's degree holder in the field of education or in allied disciplines. They are also required to become Licensed Professional Teachers (LPT) which can only be obtained by passing the Board of Licensure Examination for Teachers (BLEPT). However, SorSU Bulan Campus needs to comply with the requirements for technology instructors and professors since none of its faculty members are holders of master's degree in technology education or its equivalent. While faculty members that are compliant with the training regulations of TESDA are present, these instructors and professors do not have the required master's degree. Hence, SorSU Bulan Campus must ensure that teachers with the necessary qualifications must be hired in order to successfully offer the BTVTED major in Computer Hardware Servicing program.

Facilities

Section 16 of CHEd Memorandum Order No. 79, series of 2017 provides the requirements on laboratory and physical facilities for offering the BTVTEd program. Table 5 shows the status of compliance by SorSU Bulan Campus with the facilities requirements.

Table 5. Compliance with Facilities Requirements

Specific Requirements	Remarks
Practicum Laboratory in technology education	Complied
Specialized laboratories for major field	Complied
TESDA-compliant facilities	Complied
Educational Technology Laboratory	Complied
Laboratory School or Cooperating School	Complied

Other than the commonly required facilities and laboratories for the general education subjects, other facilities are also required. All of these requirements are complied with by the SorSU Bulan Campus since its offers both IT-education and teacher-education programs. Hence, the facilities for the BTVTEd program, which is a merging of the IT-education and teacher-education programs, are already available. Computer laboratories and audio-visual rooms, which are compliant with TESDA standards, are already existing and are presently utilized by the IT-education programs. Meanwhile, practicum and educational technology laboratories are also available and are now utilized by teacher-education programs. SorSU Bulan Campus does not have laboratory school where its teacher-education students can undertake their field studies. With this, it undertakes memorandum of agreement with the Department of Education – Division of Sorsogon for the conduct of field studies and practice teaching in public secondary schools in the Province of Sorsogon.

Conclusions and Recommendations

Based on the foregoing discussions, it is concluded that the offering of BTVTEd major in Computer Hardware Servicing in SorSU Bulan Campus is highly necessary and expects a moderate possibility of sufficient number of enrolees for the maintenance of the program in the future. The BTVTEd program will also provide significant benefits to the different domains of the society such as the government, the community, the business industries and the students. It was also found out that the offering of BTVTED major in Computer Hardware Servicing is highly sustainable in terms of enrolment, faculty, competition and facilities. The program is also consistent with the vision and mission of Sorsogon State University and adheres to the pertinent legal bases and foundations. Generally, faculty requirements are complied with but the University needs to hire faculty members with master's degree in technology education or its equivalent. The laboratories and physical facilities required for the offering of the program are already available considering the existence of the IT-education and teacher-education programs in SorSU Bulan Campus. Therefore, the offering of BTVTEd major in Computer Hardware Servicing is found to be feasible.

It is recommended for SorSU Bulan Campus to craft a program curriculum for the BTVTEd major in Computer Hardware Servicing program so that it can be offered in the University with the approval of the Commission on Higher Education. In designing the curriculum, the management should ensure that the needs, demands and standards along the different aspects of the program offering are taken into consideration. It is also recommended for the University to hire faculty members with master's degree in technology education, and retool the IT-education and teacher-education faculty who will become part of the BTVTEd program with the knowledge, skills and attitude needed to become efficient implementors of the program curriculum. The admission policy for the BTVTEd program and other policies should be consistent with the provisions set in the CHEd Memorandum Order No. 79, series of 2017.

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