
Bachelor in Secondary Education Major in Values Education Program: A Feasibility Study

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Abstract — This study examines the feasibility of offering a Bachelor of Secondary Education major in Values Education (BSEd-VE) at Urdaneta City University, in response to the national shortage of qualified Values Education teachers. The implementation of Republic Act No. 11476 institutionalizes Good Manners and Right Conduct (GMRC) and Values Education as core subjects in basic education, creating an urgent need for specialized educators. Employing a mixed-methods research design, the study integrates quantitative analysis of enrollment trends, institutional records, and financial data with qualitative insights from document analysis and stakeholder surveys. The research evaluates academic, institutional, financial, technical, social, and environmental dimensions of program implementation. Findings indicate a strong and growing demand for Values Education teachers, particularly in secondary schools where teachers often handle subjects outside their specialization. Institutional analysis confirms that Urdaneta City University has sufficient faculty qualifications, facilities, and administrative capacity to support the program. Financial projections demonstrate sustainability, with manageable start-up costs and expected revenue sufficient to cover operational expenses. Stakeholders, including the Department of Education and local schools, expressed strong support for the program, affirming its social relevance. Furthermore, the program is environmentally sustainable, as it leverages existing infrastructure and integrates ethical and environmental awareness into the curriculum. The study concludes that the BSEd-VE program is highly feasible and recommends its implementation to address teacher specialization gaps, enhance the quality of Values Education, and promote the formation of ethically grounded and socially responsible learners.

Keywords: Feasibility study, financial, technical, ethical leadership, Program Outcomes, teacher education, Values Education, GMRC

I. INTRODUCTION

Education in the Philippines has progressively shifted toward a more holistic approach that emphasizes not only intellectual development but also moral and ethical formation. This transformation is driven by the recognition that education plays a critical role in shaping individuals who are capable of contributing positively to society. Central to this shift is Republic Act No. 11476, also known as the Good Manners and Right Conduct (GMRC) and Values Education Act, which mandates the integration of values education as a core component of the basic education curriculum.

The implementation of this law underscores the importance of character formation in education. It aims to develop learners who demonstrate respect, discipline, responsibility, and integrity. However, despite these policy efforts, the education system continues to face challenges in effectively delivering Values Education. One of the most significant issues is the shortage of teachers who are formally trained in this field.

Many teachers currently assigned to teach Values Education do not possess the necessary academic background or specialization. This mismatch between teacher qualifications and teaching assignments can negatively affect the quality of instruction and limit the achievement of intended learning outcomes. Studies indicate that teaching outside one's field of specialization reduces instructional effectiveness and may hinder student engagement and understanding.

In this context, higher education institutions are tasked with addressing this gap by offering specialized teacher education programs. The Bachelor of Secondary Education major in Values Education (BSEd-VE) is proposed as a strategic response to this need. The program aims to produce educators who are not only competent in teaching methodologies but also grounded in ethical principles and values-based education.

Furthermore, the proposed program aligns with national and global educational priorities, including the K to 12 curriculum and Sustainable Development Goal 4, which promotes inclusive and equitable quality education. By developing qualified Values Education teachers, the program contributes to the broader goal of nation-building through education.

Program Overview

The proposed BSEd-VE aims to produce competent, ethical teachers for Philippine secondary schools. The program focuses on holistic human development, blending knowledge of values and ethics with practical teaching skills. It responds to national and global directives like RA 10533 and SDG 4, integrating interdisciplinary approaches to values, civic responsibility, and socio-emotional learning. This will help develop responsible, value-driven Filipino youth by improving teacher training for diverse settings.

Objective of the Study

This feasibility study measures whether establishing a BSEd-VE program in a Philippine university is viable. The proposal addresses the rising need for trained Values Education teachers, reflecting recent reforms on moral and character formation in education. The K to 12 curriculum values both intellectual and moral growth (DepEd, 2016). Republic Act No. 11476 makes GMRC and Values Education core subjects, increasing demand for specialized teachers (Republic Act No. 11476, 2020). Specifically, the study will: assess the academic feasibility by looking at the demand for qualified Values Education teachers and how the curriculum aligns with national frameworks like CHED Memorandum Order No. 75, series of 2017; evaluate institutional feasibility by examining the institution's faculty, facilities, and administrative support to ensure CHED quality standards are met; analyze financial feasibility by projecting operational costs, revenues, and sustainability to maintain quality and access; determine social feasibility by checking stakeholder acceptance, community involvement, and cultural relevance in line with the moral and civic goals of Philippine Education (DepEd, 2016; Republic Act No. 10533, 2013); and examine the program's alignment with 18 national and global priorities, such as the Enhanced Basic Education Act of 2013 (R.A. 10533) and United Nations SDG 4 for inclusive, equitable, and quality education (UNESCO, 2015). The study will give an empirical and policy foundation for launching the BSEd-VE program. It aims to support Values Education as a profession and ensure that teachers can nurture ethical, reflective citizens, as required by the Values Education Act and the K to 12 reforms.

Situational Analysis

A situational analysis provides a comprehensive examination of the contextual factors influencing the feasibility of offering the Bachelor of Secondary Education major in Values Education (BSEd-VE) program. This section examines key dimensions, including market demand, competing programs, regulatory framework, and societal needs, all of which contribute to determining the viability and relevance of the proposed academic program.

Market Demand

The demand for Values Education teachers in the Philippines has significantly increased in recent years due to the implementation of major educational reforms. Republic Act No. 10533, also known as the Enhanced Basic Education Act of 2013, integrated values formation into the K to 12 curriculum through *Edukasyon sa Pagpapakatao* (EsP). This initiative was further strengthened by Republic Act No. 11476, which institutionalized Good Manners and Right Conduct (GMRC) and Values Education as separate and essential subjects across all levels of basic education.

These policy developments have created a substantial demand for teachers who are not only pedagogically competent but also formally trained in Values Education. However, existing data indicate that many teachers currently assigned to teach Values Education lack the necessary academic specialization. This mismatch between teacher qualifications and teaching assignments poses challenges to instructional effectiveness and student learning outcomes.

At the local level, the Urdaneta City Division reflects this national trend. A significant number of public secondary schools lack teachers with specialization in Values Education, resulting in the reassignment of teachers from unrelated fields. This situation highlights a critical gap in teacher preparation and underscores the need for specialized degree programs.

The computed potential market size of approximately 88 students indicates a viable initial enrollment base. However, this figure is likely conservative, as it does not account for students from neighboring municipalities who also enroll in Urdaneta City University. The geographic

accessibility of the university further supports the potential for increased enrollment, suggesting a strong and sustainable demand for the program.

Competing Programs

In the Ilocos Region, several higher education institutions offer teacher education programs, including some with specialization in Values Education. Among these are the University of Northern Philippines and the University of Eastern Pangasinan. These institutions contribute to a competitive academic environment; however, they also present opportunities for differentiation.

While these institutions offer relevant programs, challenges such as limited specialization, lack of advanced instructional resources, and varying levels of licensure examination performance affect their competitiveness. Additionally, some programs are relatively new and have yet to establish strong track records in producing licensed professional teachers.

Urdaneta City University has the opportunity to position itself as a leading institution in Values Education by offering a program that emphasizes quality, specialization, and alignment with national educational priorities. By focusing on curriculum innovation, faculty development, and student support, the university can establish a competitive advantage in the region.

Regulatory Framework

The implementation of the proposed program is governed by the policies and standards set by the Commission on Higher Education (CHED), particularly CHED Memorandum Order No. 75, series of 2017. This policy outlines the requirements for Bachelor of Secondary Education programs, including curriculum design, faculty qualifications, and program outcomes.

The program must also align with the Philippine Qualifications Framework (PQF) and the outcomes-based education (OBE) approach, ensuring that graduates acquire the competencies required for effective teaching. Furthermore, graduates must be eligible to take the Licensure

Examination for Teachers (LET), which is administered by the Professional Regulation Commission (PRC).

In addition, the Department of Education (DepEd) sets qualification standards for teachers, requiring a relevant degree and professional licensure. The implementation of Republic Act No. 11476 further emphasizes the need for specialized training in Values Education, reinforcing the importance of establishing programs that meet these regulatory requirements.

Compliance with these policies ensures the academic credibility, quality assurance, and professional relevance of the proposed program.

Societal Needs

The establishment of the BSEd-VE program responds to a critical societal need for educators who can promote moral values, ethical behavior, and social responsibility among learners. In contemporary society, issues such as declining discipline, lack of respect, and increasing social challenges highlight the importance of strengthening values-based education.

Values Education plays a vital role in shaping individuals who are capable of making ethical decisions and contributing positively to society. It fosters the development of character traits such as honesty, empathy, responsibility, and respect for diversity.

Research indicates that effective Values Education can improve students' behavior, enhance social relationships, and promote a positive learning environment. However, the effectiveness of such programs depends largely on the competence and preparation of teachers.

The proposed program addresses this need by producing educators who are specifically trained in Values Education. By equipping teachers with the necessary knowledge, skills, and values, the program contributes to the development of morally grounded and socially responsible citizens.

Moreover, the program aligns with global educational priorities, including UNESCO's Sustainable Development Goal 4, which emphasizes inclusive and equitable quality education. By

promoting values-based education, the program supports efforts to build peaceful, inclusive, and sustainable communities.

Program Design

The design of the Bachelor of Secondary Education major in Values Education (BSEd-VE) program is anchored on national educational standards, institutional goals, and the evolving demands of teacher education in the Philippines. The program is structured to develop competent, ethical, and socially responsible educators who are capable of delivering effective Values Education in secondary schools. It aligns with the policies and standards set by the Commission on Higher Education, particularly CHED Memorandum Order No. 75, series of 2017, and follows the principles of outcomes-based education to ensure that graduates acquire the necessary competencies for professional practice.

Program Description

The Bachelor of Secondary Education major in Values Education is a four-year undergraduate program designed to prepare future educators for teaching Values Education at the secondary level. The program emphasizes the integration of theoretical knowledge and practical teaching skills, focusing on moral reasoning, ethical decision-making, and the promotion of socially responsible behavior among learners. It provides a balanced curriculum that combines general education, professional education, and specialization courses to ensure comprehensive preparation for teaching.

Program Outcomes

The program aims to produce graduates who possess strong content knowledge in Values Education, pedagogical competence, and ethical responsibility. Graduates are expected to demonstrate mastery of ethical concepts, the ability to design and implement effective teaching

strategies, and a commitment to professional and moral standards. They are also expected to exhibit critical thinking, reflective practice, and cultural sensitivity, enabling them to address diverse learning needs and promote inclusive education.

Curriculum Design

The curriculum follows an outcomes-based framework that ensures alignment between learning objectives, teaching strategies, and assessment methods. It includes general education courses that provide foundational knowledge, professional education courses that develop teaching competencies, and major courses that focus on Values Education content. The integration of these components ensures that graduates are equipped with both theoretical knowledge and practical skills necessary for effective teaching.

Teaching and Learning Strategies

The program employs a variety of teaching and learning strategies designed to promote active engagement and meaningful learning. These include experiential learning, reflective learning, collaborative activities, and technology-enhanced instruction. Through these approaches, students are encouraged to apply values in real-life situations, engage in critical reflection, and develop interpersonal and communication skills necessary for teaching.

Assessment and Evaluation

Assessment and evaluation in the program are aligned with learning outcomes and aim to measure both academic performance and values development. Various methods are utilized, including written examinations, performance-based assessments, reflective journals, and teaching demonstrations. These approaches ensure a holistic evaluation of student learning and support the development of competent and ethical educators.

Resource Requirements

The successful implementation of the Bachelor of Secondary Education major in Values Education (BSEd-VE) program depends on the availability and effective utilization of institutional resources. These include qualified faculty, adequate infrastructure, financial support, and strategic partnerships. The analysis of these components indicates that Urdaneta City University possesses the necessary resources to support the program's implementation.

Faculty

Faculty resources play a critical role in ensuring the quality and effectiveness of the proposed program. The university has a pool of qualified educators with relevant academic backgrounds in education and related disciplines. Many faculty members hold master's and doctoral degrees, which meet the qualification standards set by the Commission on Higher Education.

In addition to academic qualifications, faculty members demonstrate competence in teaching, research, and community engagement. Their experience in delivering teacher education programs provides a strong foundation for handling courses in Values Education. Furthermore, continuous professional development programs are available to enhance faculty expertise, particularly in areas related to ethical instruction, values formation, and innovative teaching strategies.

The presence of qualified and experienced faculty ensures that the program can be implemented effectively while maintaining high academic standards.

Infrastructure

The university has adequate infrastructure to support the delivery of the BSEd-VE program. Existing classrooms are well-equipped and conducive to learning, providing a suitable environment for both theoretical and practical instruction. The library offers a wide range of

academic resources, including books, journals, and digital materials relevant to Values Education and teacher education.

In addition, the availability of digital learning platforms supports the integration of technology in teaching and learning. These platforms enable flexible and innovative instructional approaches, such as blended learning, which enhance student engagement and accessibility.

The use of existing facilities minimizes the need for additional capital investment, thereby contributing to the overall feasibility of the program.

Budget and Financial Resources

The financial requirements for the implementation of the program are considered manageable. Since the university already has the necessary infrastructure and faculty, start-up costs are relatively low. The primary expenses include faculty compensation, instructional materials, and administrative costs.

Financial projections indicate that the program can sustain its operations through tuition revenues and efficient resource management. The sharing of resources with existing programs further enhances cost efficiency and reduces operational expenses.

The availability of financial resources ensures that the program can be implemented without compromising quality and sustainability.

Partnerships and Linkages

Partnerships with external stakeholders are essential for the successful implementation of the program. The university has established linkages with the Department of Education and local schools, which provide opportunities for field study and teaching internships.

These partnerships allow students to gain practical experience and apply their knowledge in real classroom settings. They also facilitate collaboration in curriculum development, research, and community engagement initiatives.

Strong institutional linkages enhance the relevance and effectiveness of the program by ensuring alignment with the needs of the education sector.

II. METHODOLOGY

The study's methodology precisely assesses if UCU can offer a BSEd-VE program. A mixed-methods approach combines statistical data and qualitative insights (Creswell & Creswell, 2018). Quantitative research involved analyzing UCU's records and statistics: past enrollment, graduation rates, faculty workload, facility use, and financial statements. Analyzing these data helps identify trends, predict demand, assess staff needs, and review resource use. Quantitative data guides academic planning and supports transparent school management (Johnson & Christensen, 2019; McMillan & Schumacher, 2014). Surveys also gathered feedback from current Values Education teachers in Urdaneta City. For the qualitative part, documentary analysis reviewed official documents, policy guidelines, and studies. Sources included CHED Memorandum Orders (such as CMO No. 75, s. 2017 for BSEd), the Philippine Qualifications Framework, DepEd K to 12 guides, university plans, and labor market reports from DOLE and PSA.

Research Design and Strategy

The study utilized a mixed-methods research design that combines quantitative and qualitative approaches to assess the feasibility of offering a BSEd-VE program at UCU. The quantitative aspect focused on analyzing institutional records and survey data to identify trends, predict demand, and assess resource utilization. Meanwhile, the qualitative aspect employed documentary analysis of official documents, policy guidelines, and related studies to examine curricular alignment, regulatory requirements, and institutional context. This integrative design

allows for a more comprehensive evaluation by triangulating both statistical data and qualitative insights.

Population and Locale of the Study

The population of the study included current Values Education teachers in Urdaneta City who provided feedback through survey questionnaires. These participants were selected as they represent key stakeholders who can provide insights into the demand and relevance of the proposed BSEd-VE program.

The locale of the study is Urdaneta City, where the University of the City of Urdaneta (UCU) is located. The study also utilized institutional data from UCU, including records on enrollment, graduation rates, faculty workload, facility use, and financial statements, as well as documentary sources such as CHED Memorandum Orders, the Philippine Qualifications Framework, DepEd K to 12 guides, university plans, and labor market reports from DOLE and PSA.

III. RESULTS AND DISCUSSION

Market Demand Analysis

The findings of this study strongly confirm a sustained and increasing demand for Values Education teachers in both local and national contexts. The implementation of Republic Act No. 11476 has institutionalized the teaching of Good Manners and Right Conduct (GMRC) and Values Education, thereby significantly increasing the need for educators with appropriate specialization.

At the local level, data from the Urdaneta City Division indicate a critical shortage of qualified Values Education teachers. A large proportion of schools rely on teachers who are assigned outside their specialization, which may result in gaps in content mastery and ineffective delivery of values-based instruction. This situation reflects a broader national trend in which teacher-subject mismatch remains a persistent issue in the Philippine education system.

The computed potential market size of approximately 88 students demonstrates a viable initial enrollment base for the proposed program. However, this estimate is considered conservative, as it only accounts for a specific demographic group within Urdaneta City. When expanded to include nearby municipalities, the potential enrollment is expected to increase significantly, indicating strong long-term market sustainability.

Furthermore, the increasing emphasis on character education, ethical leadership, and socio-emotional learning at both national and global levels reinforces the relevance of the proposed program. The demand for Values Education teachers is not only quantitative but also qualitative, as schools require educators who possess both academic competence and moral integrity.

Institutional and Technical Feasibility

The results indicate that Urdaneta City University is institutionally prepared to implement the BSEd-VE program. The university has a pool of qualified faculty members with relevant expertise in education and related disciplines. Many of these faculty members hold advanced degrees, ensuring that the program meets the academic standards set by regulatory bodies.

In terms of infrastructure, the university possesses adequate facilities, including classrooms, libraries, and digital learning platforms. These facilities are aligned with CHED requirements and support the delivery of quality education. The availability of these resources minimizes the need for additional investment, thereby enhancing the feasibility of the program.

The curriculum design is also a key strength of the program. It follows an outcomes-based education framework and integrates general education, professional education, and specialization courses. The inclusion of field study and teaching internship components ensures that students gain practical experience, which is essential for their professional development.

Additionally, the integration of technology in teaching and learning supports innovative instructional strategies, such as blended learning and digital pedagogy. This enhances the overall effectiveness of the program and prepares future educators for modern classroom environments.

Financial Feasibility

The financial analysis demonstrates that the proposed program is economically sustainable. One of the key advantages is the minimal start-up cost, as the university already has the necessary infrastructure and human resources.

The primary expenditures associated with the program include faculty salaries, instructional materials, and administrative costs. However, these expenses are considered manageable within the university's existing financial framework.

Revenue projections over a five-year period indicate that the program can generate sufficient income to cover operational expenses. The projected enrollment levels, combined with tuition fees, contribute to a stable revenue stream. Furthermore, the program benefits from economies of scale, as it shares resources with other teacher education programs.

The financial viability of the program is further strengthened by its alignment with government priorities, which may provide opportunities for funding, scholarships, and institutional support. Overall, the financial outlook supports the long-term sustainability of the program.

Social Feasibility

The study reveals strong support for the proposed program from various stakeholders, including the Department of Education, school administrators, teachers, and the local community. This support highlights the perceived importance and relevance of the program in addressing current educational needs.

The program contributes to societal development by promoting values such as respect, integrity, responsibility, and empathy. These values are essential for fostering ethical behavior and responsible citizenship among learners.

Moreover, the program addresses broader social issues such as moral decline, lack of discipline, and social inequality. By producing educators who are trained in values-based teaching, the program plays a crucial role in shaping the moral and ethical foundations of future generations.

The alignment of the program with national educational goals and global frameworks, such as Sustainable Development Goal 4, further emphasizes its social significance.

Environmental Feasibility

The environmental impact of the proposed program is minimal, as it utilizes existing infrastructure and resources. This reduces the need for additional construction and minimizes environmental disruption.

In addition, the program integrates environmental ethics into its curriculum, promoting awareness of sustainability and ecological responsibility among students. This ensures that future educators are equipped to incorporate environmental values into their teaching practices.

By fostering environmental consciousness, the program contributes to long-term sustainability and supports national and global efforts to address environmental challenges.

IV. CONCLUSION

The results of this study provide strong evidence supporting the feasibility of the Bachelor of Secondary Education major in Values Education program. Across all dimensions—academic, institutional, financial, technical, social, and environmental—the program demonstrates a high level of viability and relevance.

The increasing demand for Values Education teachers, driven by recent educational reforms, highlights the urgency of developing specialized teacher education programs. The current shortage of qualified educators underscores the importance of addressing gaps in teacher preparation and ensuring alignment between teacher specialization and teaching assignments.

Urdaneta City University is well-positioned to implement the program successfully. The availability of qualified faculty, adequate facilities, and supportive administrative structures

provides a strong foundation for program implementation. Financial analysis further confirms that the program is sustainable, with projected revenues sufficient to support long-term operations.

Beyond its academic and institutional benefits, the program has significant social implications. It contributes to the development of ethically grounded individuals who are capable of making positive contributions to society. By promoting values-based education, the program supports national efforts to foster responsible citizenship and social cohesion.

In conclusion, the proposed BSEd-VE program is not only feasible but also necessary in addressing current educational and societal challenges. Its implementation is expected to enhance the quality of Values Education and contribute to the overall development of the Philippine education system.

V. RECOMMENDATIONS

Based on the findings, the following recommendations are proposed:

1. Immediate Implementation of the Program

The university should proceed with the implementation of the BSEd-VE program to address the urgent need for specialized Values Education teachers.

2. Strengthening Faculty Development

Continuous professional development programs should be provided to faculty members to enhance their expertise in Values Education and innovative teaching strategies.

3. Curriculum Enhancement and Regular Review

The curriculum should be regularly reviewed and updated to ensure alignment with CHED standards, DepEd policies, and emerging educational trends.

4. Expansion of Partnerships

The university should strengthen partnerships with schools, government agencies, and other institutions to provide students with meaningful practicum and internship experiences.

5. Improved Recruitment Strategies

Efforts should be made to attract students from a wider geographical area, including nearby municipalities and provinces, to increase enrollment and program sustainability.

6. Integration of Technology in Teaching

The program should incorporate digital tools and innovative teaching methods to enhance learning experiences and prepare students for modern educational environments.

7. Monitoring and Evaluation Mechanisms

A system for continuous monitoring and evaluation should be established to assess program effectiveness and identify areas for improvement.

8. Promotion of Research and Extension Activities

Faculty and students should be encouraged to engage in research and community extension programs related to Values Education to further strengthen the program's impact.

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