

Feasibility Analysis on Offering Bachelor of Science in Business Administration in Business Analytics in A State University in Bicol, Philippines

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ABSTRACT This study evaluates the feasibility of offering a Bachelor of Science in Business Administration major in Business Analytics at a state university in the Bicol Region using a descriptive-evaluative design. It examines labour market demand, regulatory alignment, and institutional readiness. Findings indicate a significant skills gap and increasing demand for analytics professionals through 2030. The institution demonstrates strong readiness in faculty qualifications and basic infrastructure, although additional laboratory facilities are needed. Stakeholder analysis reveals positive perceptions among prospective students, particularly regarding program relevance and willingness to enroll. The study concludes that the proposed program is highly viable and aligned with Industry 4.0 competencies. Its implementation is expected to address workforce demands and enhance regional competitiveness. It is recommended that the university proceed with the program, focusing on strengthening industry linkages, formalising practicum structures, and enhancing faculty capabilities to ensure long-term sustainability and graduate employability.

INTRODUCTION

The global economic landscape in 2026 demonstrates how the intersection of Artificial Intelligence (AI) and Business Analytics (BA) has transformed corporate strategy and operational efficiency. Academic research increasingly shows that business analytics is shifting from a supportive technical role to the primary driver of organisational agility. Garcia and Reyes (2026) argue that the introduction of AI-driven data models has pushed organisations beyond basic descriptive reporting toward prescriptive and fully automated decision-making. This shift drives strong global demand for professionals skilled in both traditional business knowledge and advanced computational tools, a standard that higher education now races to address (Asian Institute of Management [AIM] 2025). Further, Depari (2024) posited that companies across Asia should level up their data adoption and focus on scalable technologies, and build on workforce that is data-driven integrating ethical data culture and cross-functional collaboration. Alongside, the Philippine Institute for Development Studies in 2020 came up with a report on the alignment of the Philippines Higher Education with the emerging demands in data science and analytics and found inadequacy in 21st century skills more than other technical skills.

Across the Philippines, the digital landscape is rapidly reshaping the labour market. The Philippine AI Report (Ibrahim 2025) notes that more than 92 percent of local organisations are already actively experimenting with AI and analytics in their core operations. Yet this rapid adoption reveals a critical “skills gap”, with 57 percent of business leaders naming it the main challenge to scaling these new technologies (Swarm Technologies 2025). The IT and Business Process Association of the Philippines (IBPAP) noted in early 2026 that as the sector shifts toward high-value Knowledge Process Outsourcing (KPO) and financial analytics, the industry will require around 1.97 million full-time employees by year-end. The focus has turned to finding talent for advanced roles in business intelligence and strategic analysis (IBPAP 2026).

The Commission on Higher Education (CHED) manages the academic response. CHED Memorandum Order (CMO) No. 17, series of 2017, serves as the main guideline for BSBA programs under an Outcomes-Based Education model, while specialised standards for the Business Analytics Track fall under CMO No. 11, series of 2013. Still, recent evaluations show regional State Universities and Colleges (SUCs) need to implement these specialised tracks more proactively. This expansion aims to serve local digital economies and reduce talent centralisation in Metro Manila (Department of In-

formation and Communications Technology [DICT] 2025).

In Bicol, Naga City stands as a commercial and educational hub. Under the Digital Cities 2025 roadmap, Naga City emerges as a strategic centre for ICT-enabled businesses and regional Global Capability Centres (GCCs). As local conglomerates and financial institutions digitise, the need for regionally trained business analysts is rising quickly. A State University in Bicol, mandated by Republic Act No. 10231 to deliver advanced technology education, is well-positioned to respond to this regional demand. The creation of the College of Business and Entrepreneurship (CBE) through Administrative Order No. 254, series of 2024, confirms the institution's dedication to updating its academic offerings.

Given this context, the present study assesses the feasibility of launching a BSBA major in Business Analytics at a State University in Bicol. The evaluation ensures the proposed program meets rigorous academic standards, remains financially sustainable, and aligns closely with the socio-economic priorities set for 2026 to 2030.

Objectives of the Study

The primary objective of the research was to evaluate the viability of the proposed program using measurable indicators, including student demand, industry needs, institutional readiness, and regulatory compliance of offering a Bachelor of Science in Business Administration major in Business Analytics at a state university in alignment with CHED policies and regional labour market needs. Further, the study aims to assess the demand for business analytics professionals and evaluate institutional readiness in terms of human, physical, and triangulate with academic resources. Specifically focusing on the following areas:

1. What is the level of awareness and interest for the proposed Bachelor of Science in Business Administration major in Business Analytics as perceived by prospective students?
2. What are the state university's existing resources, including faculty, infrastructure, laboratories, library holdings, and industry linkages, relative to CHED requirements and its implications of offering the program in terms of market viability and institutional capability?

What is the status of industry demand and career opportunities for the Bachelor of Science in Business Administration major in Business Analytics?

RESEARCH METHODOLOGY

Research Design

This study employed a quantitative descriptive research design utilising a survey methodology to systematically assess the feasibility of offering a Bachelor of Science in Business Administration (BSBA) program with a specialisation in Business Analytics. The descriptive design was deemed appropriate, as it allows for the objective measurement and analysis of current conditions, perceptions, and trends related to program feasibility without manipulating any variables.

The use of structured survey instruments enabled the collection of quantifiable data, including interest levels, hiring projections, and perceptions of program relevance. These data were analysed using statistical techniques, including frequency distributions, percentages, and weighted means. Furthermore, the study adopted a program feasibility framework, which is commonly used in higher education program development and evaluation. This framework adopts a triangulated approach to enhance the validity and reliability of the feasibility assessment by corroborating evidence from multiple sources. The three major dimensions are as Market Feasibility, which examines the level of demand for the program among prospective students and industry stakeholders, Technical Feasibility, which evaluates the availability of necessary resources such as faculty expertise, facilities, and technological infrastructure, and Institutional Readiness, which assesses the capacity of the institution to implement and sustain the program in alignment with policy and regulatory requirements.

Respondents of the Study

The 238 senior high school student-respondents were selected using a purposive-random sampling approach to ensure both relevance and representativeness. Initially, purposive criteria were applied to identify students enrolled in the Accountancy and Business Management (ABM)

track, as this group is most likely to pursue business-related degree programs and thus provides contextually appropriate insights for the study. Subsequently, random selection was employed within this subgroup to minimise selection bias and enhance the reliability of the data. Furthermore, the participating schools were drawn from leading public secondary institutions in the locality, strategically situated in proximity to the state university, thereby increasing the likelihood that respondents are part of the institution's prospective student market.

Research Instrument

The study employed three primary data-gathering instruments including a structured student survey questionnaire, document analysis complemented by a literature review, and an institutional audit checklist. The student questionnaire was systematically designed to evaluate respondents' level of awareness, interest, and perceptions regarding the proposed BSBA program with a specialisation in Business Analytics. It comprised three major sections for demographic profile, including age, gender, and academic strand, awareness and interest, which measured respondents' familiarity with the field of business analytics and their willingness to enroll in the program, and perception of the proposed program, focusing on its industry relevance, employability prospects, career opportunities, and curriculum attractiveness.

Responses were measured using a Likert scale, allowing for the computation of weighted means and enabling robust quantitative analysis of attitudinal data. Complementarily, document analysis and a comprehensive review of related literature were undertaken to examine existing trends, industry demand, and the broader market viability of Business Analytics. These instruments provide a multidimensional and triangulated approach to data collection, thereby enhancing the validity, reliability, and depth of the study's findings.

Data Gathering Procedure

The data collection process was undertaken from January to March 2026 following a structured and methodologically rigorous procedure. Prior to data gathering, formal authorisation was secured from the Office of the Schools Division Superin-

tendent of the Department of Education (DepEd), Naga City, ensuring institutional compliance and adherence to established research protocols. Subsequent approval was obtained from the respective school principals, after which the survey was administered to selected respondents. To uphold ethical standards, student-participants were provided with detailed instructions and informed consent forms, with data collection conducted under the supervision of class advisers to ensure transparency, voluntariness, and confidentiality.

For institutional data, coordinated engagement with university offices was carried out to facilitate access to relevant academic and administrative records. Key information, including faculty qualifications, instructional facilities, and learning resources, was obtained from the school's documents and validated reports, ensuring data accuracy and credibility. All collected data were systematically organised, coded, and prepared for subsequent statistical analysis.

To enhance the robustness and validity of the feasibility assessment, the study employed data triangulation by integrating multiple sources of evidence. These included policy frameworks such as pertinent Commission on Higher Education (CHED) Memorandum Orders (for example, CMO No. 17, s. 2017), which provided benchmarks for curriculum and program standards.

Moreover, a systematic review of related literature was conducted to examine career opportunities and industry demand for graduates of the Bachelor of Science in Business Administration major in Business Analytics. The review process involved a structured search strategy using key terms such as *business analytics*, *data analytics*, *business administration*, *careers*, *employability*, *skills*, and *graduates*. Priority was given to recent peer-reviewed studies and authoritative occupational sources. Retrieved literature was screened based on relevance to the criteria including analytics-related career roles, employer-demanded competencies in analytics graduates, and employability outcomes of business graduates in data-driven fields. Sources deemed purely promotional or lacking academic rigour were excluded, while credible labour market reports from recognised institutions were retained. This systematic approach to literature synthesis strengthens the study's academic integrity by ensuring that conclusions are grounded in reliable, current, and contextually relevant evidence.

Statistical Treatment of Data

The study employed a range of analytical techniques to systematically interpret the collected data and evaluate program feasibility. Descriptive statistical methods were utilised to summarise, organise, and present the data in a manner that facilitates meaningful interpretation. Specifically, frequency and percentage distributions were applied to characterise respondent profiles and categorical variables, thereby providing a clear overview of the sample. In addition, the weighted mean was used to analyse Likert-scale responses, enabling the quantification of respondents' levels of interest, perceptions, and perceived demand for the proposed program.

Furthermore, the feasibility of the proposed program was examined through a multidimensional framework encompassing market feasibility, technical feasibility, and institutional readiness. Market feasibility was assessed by analysing indicators of student interest alongside evidence of industry demand, ensuring alignment with external labour market conditions. Technical feasibility focused on the evaluation of available resources, facilities, and the degree of compliance with standards set by the Commission on Higher Education, thereby determining the program's operational viability. Institutional readiness was examined through an analysis of the university's overall capacity to implement, manage, and sustain the program over time.

Ethical Considerations

The study adhered to strict ethical standards throughout the research process. Participation was entirely voluntary, and respondents were informed of their right to withdraw at any time. Confidentiality and anonymity were maintained by reporting all data in aggregate, without identifying individual respondents. Informed consent was obtained before data collection, and all information gathered was used solely for academic and research purposes. Data was securely stored and handled in accordance with ethical research practices.

RESULTS AND DISCUSSION

Awareness and Interest in the Bachelor of Science Business and Administration

The study examined the level of awareness among incoming college freshmen regarding the Bachelor of Science in Business Administration (BSBA) program, as well as their degree of interest in enrolling in the proposed major in Business Analytics. As presented in Table 1, out of 238 respondents, 197 students reported being aware of the BSBA program, while 179 expressed willingness to enroll should the Business Analytics major be offered. These findings suggest a substantial level of program recognition and indicate a strong prospective demand for the specialization. The results further imply that the BSBA program has achieved considerable visibility, particularly among students from the Accountancy and Business Management (ABM) track, who are more likely to possess prior exposure to business-related curricula. This trend aligns with De Vera's (2024) assertion, who emphasised that the perceived effectiveness of academic programs in yielding favourable employment outcomes significantly influences students' motivation to pursue higher education pathways.

Table 1: Students' awareness and interest in the Bachelor of Science in Business and Administration program

<i>Indicator</i>	<i>Frequency</i>	<i>Percentage</i>
Awareness	197	82.77
Would enrol if offered	179	75.21
Interest level		
Very interested	35	14.71
Moderately interested	70	29.41
Slightly interested	41	17.23
Interested	81	34.03

n = 238

The high level of awareness observed in the study indicates that the BSBA program is already well-established and widely recognized among prospective students, thereby providing a strategic advantage for the introduction of a specialized track such as Business Analytics. Program awareness is a crucial determinant of student choice, as individuals are more inclined to consider academic offerings with which they are already familiar. The findings reveal that 82.77 percent of respondents are aware of the BSBA program, while 75.21 percent expressed willingness to enroll if the proposed specialization is offered. This suggests that the institution is not required to cultivate program rec-

ognition from the outset; rather, it should focus on deepening students' understanding of the specific competencies and career pathways associated with Business Analytics.

Moreover, the proportion of students indicating willingness to enroll (179 out of 238) reflects a strong level of interest in the proposed program, thereby reinforcing its potential feasibility. The relatively narrow gap between awareness and enrollment intention further suggests that awareness is effectively translating into behavioral intent, which is a critical indicator of program viability in higher education planning. This alignment implies that existing program familiarity serves as a foundation upon which demand for new specializations can be developed.

These findings are consistent with the argument of Deblois (2021), who emphasized that awareness of academic programs, particularly in relation to their career outcomes, plays a significant role in shaping students' educational decisions. The convergence of high awareness and expressed willingness to enroll in this study supports the notion that familiarity not only enhances interest but also contributes to the formation of concrete enrollment intentions, thereby signaling strong potential demand for the proposed Business Analytics major.

Factors Affecting Decision to Enroll in BSBA Program

Table 2 presents the students' underlying motivations for selecting a state university when enrolling in the BSBA program. The results indicate that students' decision-making is shaped by a convergence of financial, institutional, and pragmatic considerations, with economic factors emerging as the most salient determinant. Foremost among these is the availability of free tuition, identified by 169 respondents 71 percent, suggesting that affordability remains the primary driver in the choice of higher education institutions. This finding implies that a substantial proportion of students—particularly those from low- to middle-income households—are highly sensitive to the cost of education, and thus prioritize institutions that minimize financial burden. The prominence of this factor highlights the extent to which economic constraints continue to influence access to tertiary education, positioning cost-reduction mechanisms as critical enablers of participation.

Moreover, the result underscores the significant role of state intervention in broadening educational access through publicly funded initiatives. In the Philippine context, Republic Act 10931, also known as the Universal Access to Quality Tertiary Education Act, which was signed into law on August 3, 2017, institutionalizes free tuition in state universities and colleges, thereby reducing financial barriers and promoting equitable access to higher education (Olapane et al. 2025). The strong preference for free tuition observed in this study reflects the effectiveness of such policies in shaping student enrollment behavior and reinforces the importance of sustained government support in fostering inclusive and accessible higher education systems.

Table 2: Students' reasons for choosing a state university in the BSBA program

<i>Reason for choosing a state university in enrolling in BSBA</i>	<i>Frequency</i>	<i>Percentage</i>
Free tuition	169	71.01
Good reputation	128	53.78
Location of the school	100	42.02
Job opportunities	92	38.66
Influence of family	41	17.23
Influence of friends	26	10.92
High quality of education	3	1.26
High passing rates	1	0.42
Offer for Student Assistant	1	0.42

Interestingly, factors traditionally associated with academic quality, such as perceived high-quality education 1.26 percent and high passing rates 0.42 percent, were cited by only a minimal proportion of respondents. This finding may suggest that students either implicitly assume these attributes to be inherent in state universities or assign greater importance to more immediate and tangible considerations, particularly cost and accessibility. In a similar vein, only a few respondents identified specific institutional incentives, such as student assistantship opportunities, or indicated no particular reason for their choice, implying that such factors exert limited influence on students' enrollment decisions.

Overall, the results demonstrate that students' preference for enrolling in a state university for the BSBA program is predominantly driven by financial accessibility, institutional reputation, and pragmatic considerations, with employment prospects

also emerging as a relevant factor. These findings underscore the importance of sustaining free tuition policies, enhancing institutional credibility, and strategically emphasizing career outcomes in promoting the program. The predominance of economic considerations further indicates that the proposed BSBA major in Business Analytics is likely to generate substantial interest if offered within a state university context, where affordability constitutes a significant competitive advantage.

Moreover, the emphasis on industry demand reflects a growing awareness among students of evolving labor market dynamics. The World Economic Forum (2025) identified analytical thinking and problem-solving as among the most in-demand competencies globally, largely driven by rapid technological advancement and digital transformation. This supports the present findings, suggesting that students are increasingly aligning their academic choices with market-relevant skills, thereby recognizing the expanding demand for analytics professionals across diverse sectors.

Perception of the Proposed Program

Table 3 presents the students' perceptions of the proposed BSBA major in Business Analytics, revealing an overall favorable evaluation of the program. The computed overall weighted mean of 4.16, interpreted as "Agree," indicates that respondents generally perceive the proposed specialization as relevant, beneficial, and responsive to both contemporary educational standards and evolving industry demands. This positive assessment suggests not only a high level of acceptance but also a strong alignment between students' academic expectations and the competencies embedded within the program.

Furthermore, the favorable perception reflects an increasing awareness among students of the strategic importance of data analytics in modern business environments. As organizations continue to rely on data-driven decision-making, the integration of analytics into business education is viewed as both timely and necessary. Consequently, the results reinforce the potential viability of offering the program, as they demonstrate that prospective students recognize its value in enhancing employability, developing critical analytical skills, and preparing graduates for emerging roles in a data-centric economy.

Table 3: Students' perception of the BSBA major in Business Analytics

<i>Statement</i>	<i>Weighted Mean</i>	<i>Interpretation</i>
Relevant to current industry needs	4.14	Agree
Business Analytics integration is attractive	4.16	Agree
Provides good employment opportunities	4.34	Strongly agree
Curriculum is practical and skills-oriented	4.29	Strongly agree
Aligns with career goals	3.82	Agree
Develops analytical/problem-solving skills	4.37	Agree
Would consider enrolling if offered	3.97	Agree
Overall	4.16	Agree

Legend: 1.0 – 1.80 Strongly Disagree; 1.81 – 2.60 Disagree; 2.61 – 3.40 Neutral; 3.41 – 4.20 Agree; 4.21 – 5.0 Strongly Agree

The respondents' perception that the proposed program is relevant to current industry needs, reflected by a weighted mean of 4.14, indicates a strong awareness of the increasing reliance on data-driven decision-making across various sectors. This suggests that students are cognizant of the evolving business environment, wherein organizations increasingly depend on data analytics to enhance operational efficiency, strengthen competitiveness, and support strategic planning. The slightly higher weighted mean of 4.16 for the perceived attractiveness of integrating Business Analytics into the BSBA curriculum further implies that respondents view the specialization as a value-adding enhancement to the traditional Business Administration program. It is perceived as a progressive academic innovation that modernizes the degree and aligns it with contemporary technological and industry trends.

With regard to curriculum design, the statement that the program is practical and skills-oriented obtained the highest weighted mean of 4.29, interpreted as "strongly agree." This reflects a strong consensus among respondents that the proposed program emphasizes applied learning and competency development rather than a purely theoretical approach. Such a perception is particularly significant in the context of contemporary higher education, where students increasingly favor programs that incorporate experiential learning, industry exposure, and practical skill-building, all

of which are essential in improving employability and workplace readiness.

Overall, the findings demonstrate that students maintain a generally positive perception of the BSBA major in Business Analytics, particularly in terms of its relevance, practical orientation, and potential to enhance employability and skill acquisition. The consistently high ratings across all indicators suggest strong acceptance of the program and alignment with both academic expectations and industry demands. However, the relatively lower ratings observed in areas related to career alignment and intention to enroll indicate the need for further strengthening of program communication strategies, particularly in clarifying career pathways and long-term professional benefits. This aligns with the assertion of Ibeh et al. (2024), who emphasize that effective strategic decision-making in contemporary business environments requires an integrated understanding of business intelligence and decision science, reinforcing the relevance of embedding analytics within business education frameworks.

Industry Demands and Career Opportunities for BSBA Graduates

Based on a systematic review of industry demands and career opportunities for BSBA graduates in Data Analytics, the growing importance of data-driven decision-making has significantly influenced the career landscape of Business Administration graduates, particularly those specialising in Data Analytics or Business Analytics. Globally, business analytics is viewed as a discipline that integrates statistical analysis, information systems, and business strategy to support managerial decision-making. According to the U.S. Bureau of Labour Statistics (2024), careers such as data scientist, management analyst, and market research analyst are central to modern organisations because they transform complex datasets into actionable business insights. These roles emphasise both technical competencies and communication skills, which are essential in bridging data analysis and organisational strategy.

In terms of career pathways, the literature consistently identifies roles such as business analyst, data analyst, business intelligence analyst, market research analyst, and management consultant as primary employment outcomes for analytics grad-

uates (Gerhart et al. 2024). These roles focus on interpreting data to enhance business performance across industries such as finance, marketing, logistics, and operations. Moreover, Alawamleh et al. (2026) expounded on the employee's capabilities in business intelligence and infrastructure can influence employees' substantial performance in the banking industry.

In the Philippines, the demand for analytics-related careers has been steadily increasing due to digital transformation and the expansion of the data economy. A labour market intelligence report on the Philippine analytics sector highlights the growing demand for analytics professionals and the need for specialised education programs to address skill gaps (Ligot et al. 2022). The report emphasises that analytics is emerging as a distinct sector within the economy, requiring a workforce equipped with competencies in data analysis, data science, and business intelligence.

Institutional feasibility relies strongly on evidence of graduate employability within the immediate socio-economic setting. National employment trends point to positive opportunities, but March 2026 Labour Market Reports (Philippine Statistics Authority 2026) confirm that demand for workers has become particularly pronounced in the Bicol Region. Job postings from this period show that major local players and multinational companies in the area now seek candidates with specialised analytical expertise. For instance, IBM Business Services Inc. in Naga City and LCC (Liberty Commercial Centre) Inc. have advertised several openings for Data Analysts and Specialists on JobStreet Philippines (2026). Albay's labour market presents similar needs, with ongoing searches for Business Systems and Reporting Analysts in Legazpi City (Jooble Philippines 2026).

Tracer studies conducted in Philippine universities further support the employability of Business Administration graduates. A recent study of Business Administration graduates in Western Visayas found that although graduates possess fundamental employability skills, there is a need to strengthen analytical thinking and interpersonal skills, which are crucial for analytics-related careers (Ortiz 2025). This finding underscores the importance of aligning academic programs with industry requirements, particularly in developing higher-order thinking and communication skills.

The literature consistently identifies a hybrid skill set as essential for success in analytics careers. Levendis (2025) emphasised that employers seek competencies in data analysis, visualisation, problem-solving, and communication. Likewise, Mainga et al. (2022) highlighted the importance of transferable skills such as teamwork, adaptability, and critical thinking in enhancing employability.

In the Philippines, employers similarly require a combination of technical and soft skills. Data analytics professionals are expected to possess knowledge in statistics, data modelling, programming languages (for example, SQL, R), and visualisation tools, along with practical experience gained through internships or industry exposure (SEEK Philippines 2024). These requirements reflect the need for graduates to be both technically competent and able to apply their skills in real-world business environments.

For both, the global and Philippine-based labour force, this indicates that a Business Administration major in Business Analytics offers diverse and viable career opportunities. In the Philippines, the increasing number of analytics-related job openings, competitive salary levels, and expanding industry demand demonstrate the strong employability of graduates in this field. However, the literature also emphasises the need for continuous curriculum enhancement to address gaps in analytical and interpersonal skills.

Overall, the findings suggest that Business Administration programs specialising in Business Analytics align with labour market needs and produce graduates who can contribute effectively to data-driven organisations. The integration of technical competencies, business knowledge, and soft skills is critical in preparing students for successful careers in analytics-related roles.

Institutional Readiness

The checklist survey assessing the institutional readiness of the state university to offer the BSBA major in Business Analytics indicates a strong alignment with national policy directions, adequate resource availability, and sufficient capacity to deliver both foundational business courses and specialized analytics content. The identification of Business Analytics as a priority program by the Commission on Higher Education (CHED) provides a robust policy foundation, signifying that the pro-

posed program is not only relevant to current educational reforms but also responsive to national development goals. This alignment enhances institutional readiness by ensuring coherence with evolving labor market demands, particularly those shaped by rapid technological advancement and the increasing centrality of data-driven decision-making in organizational contexts.

In terms of physical and instructional infrastructure, the institution demonstrates satisfactory preparedness to support program implementation. The availability of classrooms, supplemented by blended and hybrid learning modalities, mitigates potential constraints in instructional space. Moreover, specialized facilities such as a mini-theatre, audio-visual room, demonstration hall, and entrepreneurial training center provide conducive venues for experiential and applied learning activities, including seminars, case analyses, and industry engagement sessions. The presence of a computer laboratory capable of accommodating at least 25 students further strengthens this capacity, offering essential infrastructure for hands-on training in data analysis, visualization, and statistical applications. In addition, student-centered learning spaces foster collaboration and interactive engagement. While these resources are adequate for initial program delivery, future scaling of facilities will be necessary to accommodate increased enrollment and the growing complexity of advanced analytics instruction.

Faculty readiness likewise reflects a solid foundation for program implementation. The institution has six instructors with doctoral degrees in business administration who are well-positioned to handle core business courses during the initial years of the program. Furthermore, faculty members with competencies in statistics and quantitative methods are available to support foundational analytics instruction. This indicates that the university possesses the essential human capital required for program initiation. However, to ensure long-term sustainability and maintain competitiveness, strategic recruitment and upskilling of faculty specializing in emerging analytics tools, platforms, and methodologies will be necessary.

Library and learning resource availability further supports institutional preparedness. Existing collections in operations management and business analytics provide adequate initial academic support for program delivery. Nonetheless, given

the rapidly evolving and dynamic nature of the field, continuous acquisition of updated reference materials, along with access to digital databases and scholarly journals, will be essential to ensure that students are exposed to current theories, methodologies, and industry practices.

Overall, the findings indicate a high level of institutional readiness to implement the BSBA major in Business Analytics. The convergence of adequate facilities, qualified faculty, sufficient learning resources, and strong alignment with national priorities and industry demands suggests that the institution is well-positioned for successful program delivery. Although continuous enhancement in faculty specialization and technological infrastructure will be necessary, the existing conditions provide a strong and sustainable foundation for implementation. This readiness is consistent with the “Big Data Analytics Capability” (BDAC) framework articulated by Al-Darras and Tanova (2022), which emphasizes that organizations equipped with integrated technological, human, and organizational resources are better positioned to develop analytical competencies and foster adaptive learning capabilities among students.

CONCLUSION

The findings of this study indicate a robust and sustained demand for Business Analytics professionals at both the national level and within the Bicol Region for the 2026–2030 period, underscoring the program’s strategic relevance within an increasingly data-driven economy. In terms of regulatory alignment, the proposed BSBA major in Business Analytics demonstrates full compliance with the minimum academic standards prescribed by the Commission on Higher Education (CHED). The curriculum reflects an integration of core business disciplines with advanced computational and analytical competencies, thereby situating the program within the broader context of Industry 4.0 transformation and national development priorities. This curricular design highlights its capacity to produce graduates who possess a dual skill set—managerial proficiency and data analytics capability—both of which are essential in contemporary organizational environments.

With respect to institutional readiness, the State University in the Bicol Region exhibits a high level of preparedness, particularly in terms of faculty

qualifications and foundational infrastructure. The presence of faculty members with advanced degrees and expertise in quantitative and business-related disciplines constitutes a critical strength in ensuring instructional quality and academic rigor during program implementation. Although certain limitations are observed in laboratory and library resources, these constraints are partially addressed through the institution’s adoption of blended and flexible learning modalities. This adaptive strategy reflects institutional responsiveness and demonstrates an ability to optimize existing resources while gradually transitioning toward enhanced technological capacity.

Furthermore, stakeholder perceptions reveal a high degree of market receptiveness and psychological readiness among prospective students. The consistently positive responses across key indicators—such as perceived program relevance, alignment with career aspirations, and intention to enroll—suggest a coherent and favorable attitudinal disposition toward the proposed program. This emphasizes the role of student demand as a critical determinant of program viability, sustainability, and long-term success in higher education planning. In addition, insights from secondary labour market data, particularly those highlighting competitive compensation structures and the increasing prevalence of flexible work arrangements in analytics-related roles, further reinforce the program’s relevance within evolving employment ecosystems.

Collectively, these findings substantiate the overall feasibility of offering the Bachelor of Science in Business Administration major in Business Analytics. The convergence of strong labour market demand, regulatory alignment, institutional preparedness, and favorable stakeholder perceptions indicates that the program is well-positioned for successful implementation. More importantly, it demonstrates a strategic alignment between institutional capabilities and empirically grounded industry needs, thereby contributing to the development of responsive, future-oriented, and innovation-driven business education.

RECOMMENDATIONS

Based on the study’s findings and conclusions, it is strongly recommended that the State University in the Bicol Region proceed with the implementation of the Bachelor of Science in Business

Administration (BSBA) major in Business Analytics. The convergence of empirical evidence demonstrating strong market demand, institutional readiness, and favorable stakeholder receptiveness provides a robust and defensible basis for program offering. This alignment underscores the institution's capacity to respond to evolving labor market structures while simultaneously fulfilling the mandate of higher education institutions to produce graduates equipped for data-driven and technologically mediated work environments.

However, ensuring the long-term sustainability, academic relevance, and competitiveness of the program necessitates the implementation of capacity-building strategies. Foremost among these is the continuous enhancement of technological infrastructure, particularly through the acquisition and upgrading of analytics software, data laboratories, and digital learning platforms. These resources are essential for supporting both theoretical instruction and experiential learning activities that reflect the practical demands of the business analytics profession. In parallel, sustained investment in faculty development is imperative. This includes specialized training programs, professional certifications, and industry immersion opportunities aimed at strengthening instructors' competencies in emerging analytics tools, methodologies, and industry practices. Such initiatives are critical in ensuring that instructional delivery remains current, applied, and aligned with global standards in business analytics education.

In addition, it is recommended that the College of Business and Entrepreneurship institutionalize a structured and comprehensive practicum manual tailored specifically to business analytics roles. This manual should clearly articulate learning outcomes, performance indicators, competency standards, and assessment frameworks aligned with industry expectations. By formalizing practicum guidelines, the institution can ensure that students engage in meaningful, structured, and outcomes-based experiential learning that strengthens both technical proficiency and professional readiness.

Furthermore, the university should proactively develop and strengthen strategic partnerships with relevant industry stakeholders, including private corporations, analytics firms, and government agencies. These partnerships can serve as critical mechanisms for enhancing program relevance through internship placements, joint research ini-

tiatives, curriculum co-development, and improved graduate employment pathways. Such collaborative engagement not only bridges the gap between academic preparation and industry practice but also enhances the credibility, responsiveness, and employability outcomes of the program.

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