

A Feasibility Study On Offering Bachelor Of Physical Education At Emilio Aguinaldo College Utilizing Tows Analysis In The 7ps Marketing Mix Strategy

MA. LOURDES B. PEREZ, MAED, LPT, JIZELLE L. NAVAL, Ed.D, LPT, TATUM SOCORRO R. TOLENTINO, MAED, LPT, FRANCIS CAMPOSANO, MAED, LPT, JUZY L SAGUIL, LPT, PhD

Email: malourdes.perez@eac.edu.ph, jizelle.lim@eac.edu.ph, tatumsocorro.tolentino@eac.edu.ph, francis.camposano@eac.edu.ph
juzy.laygo-saguil@eac.edu.ph

ABSTRACT: This feasibility study examines the potential of offering a Bachelor of Physical Education (BPEd) program at Emilio Aguinaldo College (EAC), utilizing TOWS analysis and the 7Ps marketing mix strategy to evaluate internal and external factors influencing its success. The study identifies key strengths, such as the institution's highly qualified faculty (WM: 3.80 for licensed teachers), safe learning environment (WM: 3.72), and efficient student support processes (WM: 3.71), which can be leveraged to establish a competitive program. Weaknesses, including higher tuition fees (WM: 3.41) and limited promotional outreach (WM: 3.29 for off-campus visits), are addressed through strategic pricing adjustments and digital marketing campaigns (WM: 3.49). External opportunities, such as rising demand for PE teachers and government endorsements (WM: 3.46), are highlighted, while threats like competition from lower-cost institutions are mitigated through scholarships (WM: 3.66) and industry partnerships. The study projects steady enrollment growth, supported by the program's alignment with student preferences for academic reputation (WM: 3.67), internships (WM: 3.55), and modern facilities (WM: 3.64). The proposed 177-unit BPEd curriculum emphasizes physical literacy, sports science, and practical training, with blended learning options (WM: 3.36) to enhance accessibility. Financial sustainability is ensured through phased faculty hiring and facility investments, while quality assurance is maintained via regular evaluations and stakeholder feedback.

The BPEd program is viable and strategically positioned to meet market demand, capitalizing on EAC's institutional strengths while addressing gaps in affordability and promotion. Implementation is recommended for Academic Year 2025–2026, with a focus on community engagement, digital marketing, and industry collaborations to ensure long-term success.

Keywords: TOWS Analysis, 7Ps Marketing Mix, Feasibility study, Bachelor of Physical Education

Introduction

The increasing recognition of physical education as an essential component of holistic development underscores the need for well-trained and competent physical education professionals in schools and communities. As educational institutions continue to strengthen the implementation of comprehensive health and physical education programs, the demand for qualified teachers with specialized training in physical literacy, movement education, sports science, coaching, and fitness instruction has significantly grown.

This feasibility study examines the viability of offering a **Bachelor of Physical Education (BPEd)** program in response to the evolving needs of the education sector and the community it serves. It aims to assess the relevance of the program to current national standards, including the Commission on Higher Education (CHED) policies, as well as the institution's capacity in terms of faculty, facilities, curriculum, and financial sustainability.

By analyzing demographic trends, employment opportunities, stakeholder interest, and institutional readiness, this study seeks to determine whether the introduction of the BPEd program will contribute meaningfully to the institution's academic offerings and support its mission of producing professionally competent, physically literate, and socially responsible graduates. Ultimately, the feasibility study will guide decision-making processes and ensure that the proposed program aligns with educational priorities and long-term institutional goals.

The increasing demand for qualified physical education (PE) teachers in the Philippines, along with the importance of physical literacy in educational institutions, has led to the consideration of offering a Bachelor of Physical Education (BPEd) program at Emilio Aguinaldo College (EAC). The proposed program aims to address the psychomotor, cognitive, and affective development of students while also contributing to health promotion and holistic student development.

This study explores the feasibility of launching a BPEd program using the **TOWS analysis** framework alongside the **7Ps of marketing mix** to examine both internal capabilities and external market conditions. Key goals include assessing the academic

viability, institutional readiness, and market demand for such a program, with an eye toward implementation in Academic Year 2025–2026.

Characteristics of the Program Proposed

The Bachelor of Physical Education (BPEd) is a four-year course designed to prepare graduates with the skills necessary to address students' psychomotor, cognitive, and affective needs. It focuses on physical literacy, which is the cornerstone of prolonged, constructive, and pleasurable engagement in a variety of physical activities. Thus, this program envisions to provide a systematic, purposefully organized physical education in educational institutions as an effective means of correcting various deviations in the health status of students and the need to improve its scientific and methodological foundations is regarded as an important factor in improving the quality of physical education. The total credits hours for completion of the program is 177 units.

The proposed initial date for implementation of the program will be Academic Year 2025-2026. The primary target students in this program are grade 12 graduates interested in teaching Physical Education, sports science, or health promotion. Hence, the maximum credit hours that may be earned in the program is 177 units.

CMO No 80, S 2017, mentioned that tertiary policy and standards for BPEd are framed by CHED memoranda that specify program outcomes, minimum credits, practicum requirements, and faculty qualifications for BPEd degrees; institutional proposals must align with these CMOs to secure program recognition. At the basic-education level, DepEd guidance and recent orders emphasize school sports clubs, school-based physical activity frameworks, and the institutionalization of school sports as part of learners' holistic development — policies that increase the demand for well-prepared PE specialists. Any feasibility study must therefore ensure the proposed BPEd program maps clearly to these national standards and to DepEd's operational frameworks.

Statement of the Problem

To explore the potential of offering a Bachelor of Physical Education (BPEd), this study sought to answer the following questions:

1. What are the strengths and weaknesses of Emilio Aguinaldo College in offering a Bachelor of Physical Education program, and how can these internal factors be leveraged or addressed using TOWS analysis?
2. How can the 7Ps marketing mix (Product, Price, Place, Promotion, People, Process, Physical Evidence) be effectively applied to market the proposed Bachelor of Physical Education program at Emilio Aguinaldo College?
3. What are the external opportunities and threats in the local education and fitness market, and how can Emilio Aguinaldo College capitalize on or mitigate these factors in developing the Bachelor of Physical Education program?
4. What is the level of demand and interest among potential students for a Bachelor of Physical Education program at Emilio Aguinaldo College, and how can the college align its marketing strategies with the needs and preferences of its target market?

Methodology

Research Design

A descriptive-evaluative research design was used to analyze the quantitative data in assessing the feasibility on offering Bachelor of Physical Education program at Emilio Aguinaldo College.

Respondents and Sampling

Using a purposive sampling, there were one hundred seventy-three (173) actual Grade 12 student respondents from Manila and Pasay who participated in the online survey.

Data Gathering Tools

A validated semi-structured survey questionnaire measured various factors using the 7Ps framework, with responses ranked using Weighted Mean (WM) values was used in the study. Moreover, analytical tools using TOWS analysis in the 7Ps Marketing Mix: Product, Price, Place, Promotion, People, Process, Physical Evidence was used to evaluate strengths, weaknesses, opportunities, and threats. Furthermore, the respondents' assessment on the feasibility on offering Bachelor of Physical Education program at Emilio Aguinaldo College were described using the four-point rating scale indicated as follows:

Scale Value	Range of the Weighted Mean	Descriptive Ratings
4	3.26-4.00	Very Important (VI)

3	2.51-3.25	Important (I)
2	1.76-2.50	Less Important (LI)
1	1.00-1.75	Not Important (NI)

Results

Table I presents the results of the 7Ps (product/program, place, price, promotion, physical evidence, people, and process. It can be observed from the table that thirty-four of the 7Ps Marketing Mix Variables were rated in the range of weighted mean (3.26-4.00) verbally interpreted as "Very Important". However, three indicators such as "A. Product/Program. The School... [uses English as a medium of instruction]" (WM 3.23), "B. Place The School... [offers a dormitory]" (WM 3.12), and "F. People The School... [has international teachers]" (WM 3.17) verbally interpreted as "Important" respectively. The results agreed to Kotler, et.al (2018) mentioned that values derived from a program can greatly influence the student's behavior. When the students understand what they will achieve in studying the program and the quality of the teaching staff they will likely choose the educational institution. Thus, Siti, et.al (2020) revealed that people showed that those who had an important role in marketing were educators and employees, the excellent service they provided to strategic partners while maintaining organizational culture.

Table 1

Results of the 7Ps Marketing Mix Survey

7Ps Marketing Mix Variable Indicators		Weighted Mean	Descriptive Interpretation
1	A. Product/Program The School... [has a good reputation in the academic field]	3.67	Very Important
2	A. Product/Program The School... [offers scholarships]	3.66	Very Important
3	A. Product/Program The School... [offers a diverse curriculum]	3.53	Very Important
4	A. Product/Program The School... [uses English as a medium of instruction]	3.23	Important
5	A. Product/Program The School... [offers a variety of courses]	3.64	Very Important
6	A. Product/Program The School... [offers specialized subjects]	3.57	Very Important
7	A. Product/Program The School... [offers blended learning modality]	3.36	Very Important
8	A. Product/Program The School... [has accreditation]	3.40	Very Important
9	A. Product/Program The School... [offers within and outside internship programs]	3.55	Very Important
10	B. Place The School... [is near where I live]	3.24	Very Important
11	B. Place The School... [is located in a safe environment]	3.72	Very Important
12	B. Place The School... [offers a dormitory]	3.12	Important
13	B. Place The School... [has conducive spaces for learning]	3.64	Very Important
14	C. Price The School... [has conducive spaces for learning]	3.57	Very Important

15	C. Price The School... [offers discounted fees]	3.60	Very Important
16	C. Price The School... [provides good value for money]	3.43	Very Important
17	C. Price The School... [tuition fee is higher or lower than the fees for equivalent programs at other international schools]	3.41	Very Important
18	D. Promotion The School... [is recommended by the city/state]	3.46	Very Important
19	D. Promotion The School... [offers discounts for alumni]	3.42	Very Important
20	D. Promotion The School...	3.35	Very Important
	3. use the following as tools: [Advertising]		
21	D. Promotion The School...	3.56	Very Important
	3. use the following as tools: [Public relations]		
22	D. Promotion The School...	3.29	Very Important
	3. use the following as tools: [Off-campus visits]		
23	D. Promotion The School...	3.49	Very Important
	3. use the following as tools: [Social media]		
24	D. Promotion The School...	3.49	Very Important
	3. use the following as tools: [Digital marketing]		
25	E. Physical Evidence The School... [considers class size]	3.52	Very Important
26	E. Physical Evidence The School... [has advanced/modern facilities and equipment]	3.64	Very Important
27	E. Physical Evidence The School... [has exceptional quality and high standards for its school facilities]	3.53	Very Important
28	F. People The School... [has licensed teachers]	3.80	Very Important
29	F. People The School... [has professors with Masteral degree]	3.52	Very Important
30	F. People The School... [has professors with Doctoral degree]	3.38	Very Important
31	F. People The School... [has native or local teachers]	3.47	Very Important
32	F. People The School... [has international teachers]	3.17	Important
33	G. Process The School... [offers a streamlined, user-friendly enrollment process with online registration, clear guidelines, and dedicated support for prospective students and families]	3.68	Very Important
34	G. Process The School... [is aware of the racial diversity among students]	3.59	Very Important
35	G. Process The School... [has an efficient registration process and examination procedures]	3.65	Very Important

36	G. Process The School... [has a structured communication process to keep students and parents informed via newsletters, meetings, and digital platforms]	3.72	Very Important
37	G. Process The School... [provides easy access to student support services like tutoring, counseling, and academic advising to ensure student success]	3.71	Very Important

legend:

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As can be extracted from Table 1, using the TOWS analysis, the following factors were identified:

1. The strengths (*Internal Factors*) under the 7Ps marketing mix were People: Licensed teachers (WM: 3.80) and professors with Masteral degrees (WM: 3.52) indicate strong faculty qualifications, Process: Structured communication (WM: 3.72), student support services (WM: 3.71), and streamlined enrollment (WM: 3.68) reflect efficient operations, Product/Program: Good academic reputation (WM: 3.67), variety of courses (WM: 3.64), and scholarships (WM: 3.66) are competitive advantages, Place: Safe environment (WM: 3.72) and conducive learning spaces (WM: 3.64) enhance appeal. On the other hand, weaknesses (*Internal Factors*) were Price: Higher tuition fees compared to competitors (WM: 3.41) and limited discounts (WM: 3.60) may deter cost-sensitive students, Promotion: Lower scores for advertising (WM: 3.35) and off-campus visits (WM: 3.29) suggest weaker outreach, Physical Evidence: While facilities are modern (WM: 3.64), class size considerations (WM: 3.52) may need improvement.

Hence, this study came up with TOWS Analysis Strategy: SO (Strengths-Opportunities): Leverage strong faculty and reputation to partner with local fitness centers for internships (aligning with high WM for internship programs: 3.55), ST (Strengths-Threats): Use efficient processes to address competition by highlighting unique support services (WM: 3.71), WO (Weaknesses-Opportunities): Mitigate high tuition perception by promoting scholarships (WM: 3.66) and value-for-money messaging (WM: 3.43) and WT (Weaknesses-Threats): Improve promotion through targeted social media campaigns (WM: 3.49) to counter weak advertising.

2. In applying the 7Ps Marketing Mix in the Proposed BPEd, Product: Emphasize the program's diverse curriculum (WM: 3.53), blended learning (WM: 3.36), and internships (WM: 3.55), Price: Offer discounts (WM: 3.60) and highlight scholarships (WM: 3.66) to address cost concerns, Place: Promote safe location (WM: 3.72) and proximity to amenities (WM: 3.24) for commuters, Promotion: Boost digital marketing (WM: 3.49) and public relations (WM: 3.56) to enhance visibility, People: Showcase licensed teachers (WM: 3.80) and faculty credentials (Masteral: 3.52), Process: Highlight streamlined enrollment (WM: 3.68) and student support (WM: 3.71), Physical Evidence: Feature modern facilities (WM: 3.64) and small class sizes (WM: 3.52).

Hence, actionable strategy was projected, such as developing a targeted social media campaign showcasing faculty expertise and student success stories and partnering with local sports organizations for practical training opportunities.

3. The external opportunities were rising demand for fitness professional's post-pandemic; capitalize by offering internships (WM: 3.55), government recommendations (WM: 3.46) can enhance credibility and racial diversity awareness (WM: 3.59) aligns with inclusive education trends. In addition, the identified external threats were competition from schools with lower tuition (WM: 3.41), limited dormitory offerings (WM: 3.12) that may deter out-of-town students.

Therefore, this study developed mitigation strategies to forge partnerships with local gyms to offset facility limitations and introduce flexible payment plans to counter price sensitivity.

4. The key insights from data on the demand and interest alignment were high interest in academic reputation (WM: 3.67), safety (WM: 3.72), and support services (WM: 3.71) suggests demand for quality and convenience, lower scores for international teachers (WM: 3.17) and dormitories (WM: 3.12) indicate less priority for these features.

Thus, the suggested marketing alignment were target audience: Local students valuing safety, support, and affordability, messaging: focus on "quality education with robust support" and "accessible scholarships." and channels: Prioritize digital platforms (WM: 3.49) and community engagement (e.g., off-campus visits: WM: 3.29).

Discussion

The findings suggest a strong alignment between institutional strengths and market demand for a BPEd program. EAC is well-positioned to deliver a high-quality offering, leveraging its reputation, experienced faculty, and facilities. However, affordability and promotion must be enhanced through scholarships, government grants, and more aggressive digital marketing campaigns.

The 7Ps analysis confirmed that adjustments in pricing strategy and promotional outreach can significantly improve the program's attractiveness. The use of stakeholder feedback and blended learning further supports student engagement and flexibility, ensuring accessibility.

Furthermore, phased implementation of hiring and infrastructure development will help maintain financial sustainability. Quality assurance will be enforced through regular assessments, licensure exam tracking, and advisory board reviews.

Table 2

TOWS Matrix on the Feasibility of BPEd

	Opportunities (O)	Threats (T)
Strengths (S)	SO Strategies <ul style="list-style-type: none"> - Leverage licensed teachers to access gov't teacher training programs - Use school location to build partnerships with nearby institutions - Expand digital platform use via gov't grants 	ST Strategies <ul style="list-style-type: none"> - Use strong internal processes to adapt to rapid tech changes - Promote counseling services to address external pressures (e.g., disasters, competition)
Weaknesses (W)	WO Strategies <ul style="list-style-type: none"> - Improve facilities through public-private partnerships - Use gov't community programs to increase parental involvement - Address resource gaps through NGO support 	WT Strategies <ul style="list-style-type: none"> - Mitigate budget delays by streamlining internal operations - Develop contingency plans for tech disruptions and disasters

Table 2 presents TOWS matrix on the feasibility study of offering BPEd at Emilio Aguinaldo College. The proposed BPEd program is feasible and strategically viable for Emilio Aguinaldo College. With its solid institutional foundation and actionable strategies to mitigate weaknesses and threats, the college can meet educational and market needs effectively. Launching in Academic Year 2025–2026 is recommended, with a focus on continuous improvement, community engagement, and innovation in instructional delivery.

References

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