Factors Influencing the Quality Management Practices of Isabela State University

Princess Joy Rodessa E. Palattao

Assistant Professor 1, College of Business and Management, Isabela State University-Cauayan Campus

Abstract

Nowadays, so much attention is focused on quality and quality assurance in the context in core mission of higher education which are teaching and learning, research, and community involvement. However, quality management practices of the school's administration have received minimal attention. This study focuses on the factors that influence the quality management practices of administration of Isabela State University in light of current educational management. The study utilized a combination of quantitative and qualitative research designs. The president and administrators served as the respondents of the study. The study revealed that there was promptness in the submission of reports required by different agencies. ISU had received enough budget from National Government subsidies, generated additional income, and established enough income and they had a high achievement on Obligations and Disbursement of Budget Utilization Rate (BUR). ISU administration also included adherence to policies in the curriculum proposals based on guidelines of the CHED, the conduct of research/project output among faculty members, utilization of the existing guidelines of the extension program, and evaluation of performance. Moreover, as to the customer service quality of ISU administration, the curriculum played a vital role in finding suitable teaching-learning strategies and methodologies, faculty members were given an equal chance to present their papers. ISU's extension program established different partnerships and linkages to implement various extension projects, activities, and programs. To ensure quality services to clients, different offices utilize client's satisfaction surveys, and suggestion boxes. Lack of motivation was the major problem encountered by the administrative personnel in ISU. Based on the conclusion, it is recommended that ISU shall: maintain its promptness in the submission or compliance of reports to oversight agencies, sustain their level 2 accreditation with PRIME-HRM or shall work on the needed documents for the next level, follow the provisions of accounting standards and rules to prepare their books of accounts and draw up financial statement; continue to follow the universities' guidelines in conducting research and extension services, conduct and submit research/project output among faculty members, provide capacity building among administration personnel to address the problem on lack of motivation, continue to establish more partners and linkages to support extension projects, activities, and programs.

Keywords: Management Standards, Modern Educational Management, Quality Management Practices

Introduction

Public administration practice is unavoidable in today's modern administrations which are eager to implement changes in for them to increase their effectiveness and efficiency. As a result, of the quality in higher education and quality assurance have become the primary focus. The impact of globalization and

the development of the worldwide knowledge economy that strongly supports neoliberalism have resulted in a global phenomenon that focuses mostly on service quality.

Many books and articles about the significance of quality management in higher education have been written from a research viewpoint. Higher education quality has gradually become the primary emphasis of nations. The worldwide objective of attaining quality education is specified as the fourth Sustainable Development Goal (SDG). It reaffirms the concept that providing high-quality education can lead to long-term development.

Higher education pays so much attention on the quality assurance and the quality in the terms of its core mission: academic instructions, research initiatives, and societal involvement. However, quality management practices of the school's administration have so far received minimal attention. Compared to the numerous pieces of literature on quality assurance of educational processes and quality of research, rare studies have addressed administration quality.

The scope of quality management is from operations up to the functions that aimed to achieve quality, known as quality assurance by the advocates of quality management [1]. Quality management is a thorough plan of action that has the objective to achieve superior quality in the institution's operational terms by cooperation among every institution's member, units, and parts [3]. The success of quality management has changed and increased competition for integrating it into Higher Education Institution's frameworks [2]. The aim of offering excellent quality of services in public sector is to fulfill the needs of clients and meet their expectations and to level up services offered for their satisfaction [13].

Quality Management also allows HEI's to achieve its more successfully at the same time increasing its personnel's competence for ongoing improvement [5]. The hypothetical validation of quality standards and quality management of higher education is from the competence-based approach to training of human resource [9]. Prompt, approachable and kind service quality is a great factor in building trust of the citizens [14]. Development and enhancement of the quality in higher education will continue to help the community where the institution offers their services [8]. Quality management in higher education is essential because HEIs are responsible to various parties involve like the students, parents, community, and other. HEI's quality management also is the most fundamental factor in the creation of wisdom, development of personnel and societal influence [6].

The apparent lack of interest extends to policy and practice like the Standards and Guidelines (ESG) of European for quality assurance in higher education did not mention administrative quality other than with the professional qualifications and competence development of administrative and support staff and effective information management practices [4]. Higher education great outcome will be determined by the execution of work of its leaders, workers, and the level of quality service they rendered [7]. The quality management of higher education institutions is evident in the following measures: the dedication of the leaders, strategic work plan, positive customer experience, proper handling of data, operational system management, set of facilities, learning and teaching modalities, and on the connection with the other agencies [10].

The expectations of public sector include several compliances not only in the financial obligations and also in the attainment of policy objectives [11]. Institutions may also undertake internal quality audits, which are usually explorations of the degree to which departments comply with regulations set out in institutional quality manuals or the like. Internal audits might also go beyond compliance and may attempt to audit the effectiveness of procedures [12].

Methodology

The study utilized a combination of quantitative and qualitative research designs which aim to investigate essential factors influencing the quality management practices of administration of Isabela State University (ISU) in light of the modern educational management and the inclusion of the new trends and procedures on the management standards of the educational institution.

The descriptive survey design was chosen and seemed to be appropriate in the study as it seeks to understand the following: the profile of ISU. The study also made use of the Qualitative approach, particularly in determining the quality management practice of ISU's administration in terms of curriculum, research, extension program, production; the customer service quality of ISU's administration in terms of curriculum, research, extension program, and production; the problems encountered by administration personnel that affects the discharge of their functions; and the policies and strategies that can be employed to improve or sustain the quality management practices of ISU.

Results

Profile of Isabela State University

1	Number of years in SUC operation	40-49 years
2	Tertiary Faculty	101-250
3	Master's Program Faculty	251-500
4	Doctoral Program Faculty	101-250
5	Post-Doctoral Program Faculty	100 and below
6	Tertiary Non-Teaching Personnel	251-500
7	Master's Program Non-Teaching Personnel	101-250
8	Doctoral Program Non-Teaching Personnel	100 and below
9	Post-Doctoral Program Non-Teaching Personnel	100 and below
10	Number of Students in the last 5 years	30,000 and above
11	Accreditation Status of Courses Offered	Level III
12	Center of Development (COD)	1-5
13	Center of Excellence (COE)	1-5
14	General Appropriate Act	251M-550M
15	Internally Generated Income	201M-300M
16	Awards received by the administrative personnel/unit	National
17	Innovations created by the administrative personnel	Institutional

The table showed that ISU is rendering 40-49 years. This suggested that their service for almost 5 decades was attributable to their good standing, performance, and the quality service they provide to their customers, both internal and external.

In addition, ISU had 101-250 tertiary faculty members, 251-500 faculty members with Master's degree and 101-250 faculty members with doctorate program. They had 100 and below with post-doctorate. They had also 251 to 500 non-teaching personnel in the tertiary, 101-250 non-teaching personnel in the master's degree program, and 100 and below with doctorate degree. They had also 100 and below post-doctorate program in non-teaching personnel. They had several students of 30,000 and above in the past 5 years. The accreditation status of courses offered of ISU as shown in the table is Level III. As to the number of

recognized programs, ISU had 1 to 5 programs recognized as Center of Development and Center of Excellence.

Moreover, ISU had 251-550 million funds for general administration and support, has a budget share of 251-550 million from General Administration and Support Services generated an income ranging from 201 million to 300 million. ISU also made institutional innovations that encouraged students and teachers to explore to discover something new. Innovation includes variety of methods of finding problems and seeking solutions. Hence, the state universities and colleges have good innovation practices.

Compliance of Administration to Oversight Agencies

1	Budget and Financial Accountability Report	90%-100%
2	Agency Performance Review	90%-100%
3	Agency Procurement Compliance and Performance Indicators	90%-100%
4	Financial Statements and the Level of implementation of prior years' audit recommendation	Qualified
5	Percentage of compliance on the CHED reports (HEMIS)	90%-100%
6	Budget Endorsement	90%-100%
7	GAD Reports	90%-100%
8	SALN Submission	90%-100%
9	Level of PRIME-HRM Accreditation	Level 2

The table showed that ISU was prompt in submitting reports, especially the (FARs) required by COA according to COA-DBM Joint Circular No. 2013-1 dated August 6, 2013 with 90%-100% submission. The table presented the agency performance review of ISU in determining the budget levels for succeeding years and identifying measures to ensure the achievement of targets/commitments. It can be deduced from the table that ISU had 90%-100% of performance reviews. The Agency Procurement Compliance and Performance Indicators, ISU had 90%-100% compliance and submission of the said report. Table showed the Financial Statements and the Level of Implementation of Prior Years Audit Recommendations of ISU. The data reveals that auditors had rendered a qualified opinion on the fairness of presentation of the financial statements of ISU. The table also showed the percentage of compliance of ISU on the CHED reports. It can be seen that ISU have 90%-100% submission of reports. This only displays that they are prompt and responsible in accomplishing and submitting required notices. Table reflected the performance of ISU concerning budget endorsement. The data indicated that ISU was 100% efficient in endorsing budget with a percentage of 90%-100%. The submission of GAD reports reflects in the above table. It can be exposed that ISU have 90%-100% submission that means ISU is responsible for accomplishing and submitting the annual GAD accomplishment report. Table presented the percentage of SALN submission of ISU. This confirmed that ISU have 90%-100% submission of the Statement of Assets, Liabilities, and Net Worth. It signifies that they are on time to submit the report. Table reflected the level of PRIME-HRM (Program to Institutionalize Meritocracy and Excellence in Human Resource Management) accreditation of ISU. This confirmed that ISU is level 2 accredited.

Fiscal Efficiency of State Universities & Colleges

1	National Government Subsidy	251M-500M
2	Internally Generated Income	201M-300M
3	Grants, Donations, and Other Income	Below 5M
4	Obligations of BUR of the University	91%-100%
5	Disbursements of BUR of the University	81%-90%

ISU have received National Government subsidy amounting to 251 million to 500 million. ISU also have generated an amount of 201 million to 300 million, which will be used for the services operation and income-generating projects and to be used for instruction, research, extension, and other ISU's programs. It also showed that ISU have received/generated an amount of 5 million below from grants, donations, and other income. The table showed the that ISU had an achievement rate of 91%-100%. It reflected that ISU had a high achievement on obligations of Budget Utilization Rate (BUR). Table presented that ISU had an achievement rate of 81%-90%. This implied that ISU met the Disbursement Budget Utilization Rate (BUR), which was at least 85%.

Quality Management Practice and Customer Service Quality of ISU Administration
CURRICULUM

The respondents expressed in their narratives that their curriculum proposal, development, and revision policies were based on policies, standards, and guidelines of the program given by the Commission on Higher Education. This deduced that ISU were compliant on the guidelines and standards set by the CHED in the development and revision of the curriculum. They also agreed that curriculum contributes to the teaching and learning process and the procedures in the curriculum implementation help the administration and teachers in the proper delivery of instruction. Global developments primarily have a significant impact on education, all parties involved in the education sector must manage global change in order to respond to this circumstance, Modifying the curriculum is one way Indonesia aims to increase the standard of education [15].

RESEARCH

As to their policies in research programs, they had mentioned that faculty members with permanent status, may it be in team or individual are required to conduct research/project output and submit for approval by the Board of Regents (BOR). Furthermore, these policies are anchored to the University Research and Development Manual of Operation and are aligned to CHED guidelines. This provided a clear manifestation that ISU were in their quest for quality education by encouraging all the faculty members to conduct researches. Teachers' knowledge and comprehension of research studies, as well as their capacity to follow and apply them, are vital for increasing the standard of education. Educational research suggests the significance of research evidence in instructional practices. [17]. As part of their quality management in research, they established linkages that served as support systems in their research programs by giving financial support and technical assistance. They had mentioned several connections such as the (DOST), (DTI), (CHED), (CVARRD), (PCARRD), (DA), (BAR), (DOLE), (DepEd), and (DENR). This inferred that ISU established different linkages in research for knowledge and expertise sharing, data sharing, equipment sharing, and others. These partners served as instruments in enhancing the research practices and procedures in developing a new body of knowledge.

EXTENSION PROGRAM

As mentioned by the respondents, the policies in conducting extension services were based on the existing University Extension and Training modalities and program based on needs of communities and boost ways to relevant scientific understanding and technical applications for sustaining livelihood and communities' well-being. The participants stated that there were appointed coordinators from different departments for the extension services aside from the faculties conducting extension programs. The outreach program strengthens the societal agreement between the profession and society by offering chances to establish a partnership between the institution and the community. [18]

PRODUCTION

ISU were steering self, students, peers, and supervisors' evaluation about the guidelines in performance evaluation. It helped the faculty members in the improvement of their performance.

The level of academic performance demonstrates the educational proficiency of teachers. The accomplishments of the relevant school provide insight into the performance of the school. Both academic and extracurricular accomplishments are included in these. The accomplishments are the outcome of the efforts of school committees, teachers, school administrators, carers, and other school personnel. [16]. As revealed by the respondents, as a way of maintaining their institutional efficiency and effectiveness, and motivating employees to be more productive, they improved a professional and personnel development program for the members of the faculty which included providing a training that includes foreign and local scholarships and training or seminar grants. They also specified that the voice of customers is vital in improving services, thus, providing outstanding and quality services. This helped in attracting new customers. Furthermore, this determined how services provided by ISU meet customer expectations.

PROBLEMS ENCOUNTERED BY ADMINISTRATION PERSONNEL THAT AFFECTS THE DISCHARGE OF THEIR FUNCTIONS

Lack of motivation was the problem encountered by the administration personnel that affected their performance. This implied that when employees felt low and unmotivated it affected their drive to perform well. This may be attributed to several factors like lack of career progression, lack of support, it can even be related to boredom or other extrinsic and intrinsic factors.

Conclusion

The study concluded that ISU were rendering 40-49 years, having 101-250 tertiary faculty members, consisting of 101-250 faculty members in the doctoral program, 101-250 in the doctoral program. Moreover, they had 251 to 500 non-teaching personnel in the tertiary, 101-250 non-teaching personnel in the master's degree program, have several students of 30,000 and above. Meanwhile, all have faculty members in the master's program ranging from 251 to 500, 100 and below faculty members in the post-doctoral program, 100 and below non-teaching personnel in the doctoral program, have 1 to 5 programs recognized as Center of Development, have 1 to 5 programs as Center of Excellence. Moreover, ISU had 251-550 million funds for general administration and support, support to operations, and operations, including locally-funded projects, had a budget share of 251-550 million from General Administration and Support Services generated an income ranging from 201 million to 300 million.

There is promptness in the submission of reports and compliance to oversight agencies especially the (FARs) required different agencies. ISU were level 2 accredited concerning PRIME-HRM.

ISU had received enough budget from National Government subsidies, generated additional income, and established enough income from grants, donations, etc. used to operate auxiliary services and for instruction, research, extension, and other ISU programs. Also, ISU have a high achievement on Obligations and Disbursement of Budget Utilization Rate (BUR).

The quality management practice of ISU administration includes adherence to policies in the curriculum proposals based on policies, standards, and guidelines of the Commission on Higher Education program. Regular faculty members, individuals, or teams must conduct and submit research/project output duly approved by the Board of Regents (BOR). The policies in conducting extension services are based on the existing University Extension and Training modalities and program. ISU is performing self, students, peers, and supervisors' evaluation of performance evaluation guidelines.

Concerning the customer service quality of ISU administration, it was determined that the curriculum plays a vital role in finding suitable teaching-learning strategies and methodologies. In research, faculty members are given an equal chance to present their papers and receive incentives or rewards. The ISU's extension program established different partnerships and linkages to implement various extension projects, activities, and programs. To ensure quality services to clients, different offices utilize client's satisfaction surveys, suggestion boxes, students, peer, supervisor evaluation, and suggestion box.

Lack of motivation was the only problem encountered by the administrative personnel in ISU. This problem would affect the delivery of quality services to their clients most.

Recommendations

Based on the findings and conclusions, the following are the recommendations of the study:

1. ISU shall maintain their promptness in the submission or compliance of reports to oversight agencies.
2. ISU shall sustain their level 2 accreditation with PRIME-HRM or shall work on the needed documents for the next level.
3. ISU shall follow the provisions of accounting standards and rules to prepare their books of accounts and draw up financial statements.
4. ISU shall continue to follow the university guidelines in conducting extension services to continue helping the community people.
5. The regular faculty members shall conduct and submit research/project output for the improvement of the teaching-learning process.
6. ISU shall maintain a high achievement on Obligations and Disbursement of Budget Utilization Rate (BUR).
7. ISU shall continue to obey the policies, standards, and guidelines set by the Commission on Higher Education.
8. The ISU's extension program shall continue to establish more partners and linkages to support extension projects, activities, and programs.
9. There shall be a provision of capacity building among administration personnel to address the problem of lack of motivation.

References

1. (Brandmo, 2021) C. Brandmo, D. Tiplic, E. Elstad. Antecedents of department heads' job autonomy, role clarity, and self-efficacy for instructional leadership. Int. J. Leader. Educ., 24 (3) (2021), pp. 411-430

2. (Alzhrani et al., 2016) Challenges to Successful Total Quality Management (TQM) Implementation in Saudi Higher Education Institutions
https://scholars.indianastate.edu/cgi/viewcontent.cgi?article=2572&context=etds

3. (Waaland, 2016) T. Waaland. Educational leadership, autonomy and mentoring provided: investigating the moderating influence of educational leadership. Int. J. Leader. Educ., 19 (4) (2016), pp. 464-481

4. (ESG, 2015) Standards and Guidelines for Quality Assurance in the European Higher Education Area
https://ehea.info/page-standards-and-guidelines-for-quality-assurance

5. (Hussein, 2017) B. Hussein, et al. Challenges and prospects of implementing ISO 9001: 2015 in Lebanese higher education institutions. Journal of Resources Development and Management, 33 (1) (2017), pp. 41-51

6. (Nadim and Al-Hinai, 2016) Quality Management in Higher Education: Review and Perspectives
https://files.eric.ed.gov/fulltext/EJ1151825.pdf

7. (Kunagaratman, 2018) Quality Management System and Institutional Performance among State Universities and Colleges (SUC's)in Region XII, Philippines
https://smrj.nemsu.edu.ph/index.php/SMRJ/article/view/231/155

8. (Alzhrani, Alotibie, & Abdulaziz, 2016) Challenges to Successful Total Quality Management (TQM) Implementation in Saudi Higher Education Institutions
https://scholars.indianastate.edu/cgi/viewcontent.cgi?article=2572&context=etds

9. (Alzafari, K., and Ursin, J. 2019). Implementation of quality assurance standards in European higher education: does context matter? Qual. High. Educ. 25, 58–75. doi: 10.1080/13538322.2019.1578069

10. (Abbas, 2020, Abu Amuna et al., 2017, Arda et al., 2019, Bromiley & Rau, 2016, Deshpande, 2020, Mahdi et al., 2019, Ross, 2017, Ruben, 2018, Saiz-Alvarez, 2020, Shams & Belyaeva, 2019, Tatoglu et al., 2020, Yu et al., 2020) Quality is Never an Accident: A Survey on total Quality Management Practices among Selected Higher Education Institutions in the Philippines
https://ijlter.org/index.php/ijlter/article/viewFile/4079/pdf

11. (Soin, K. & Huber, C.,2023) Compliance and resistance: how performance measures make and unmake universities', Organization, 30(5), pp. 1130–51.

12. (Academic Quality Agency for New Zealand Universities (AQA), C.,023) Defining Quality Thirty years on: quality, standards, assurance, culture, and epistemology
https://www.aqa.ac.nz/about-us/mission-terms-of-reference

13. (Nor et al., 2022) Measuring quality perception of public services: customer-oriented approach
https://sciendo.com/pdf/10.2478/emj-2023-0015

14. (Li & Shang, 2020; Mansoor, 2021) The impact of e-service quality on public trust and public satisfaction in e-government public services
https://www.growingscience.com/ijds/Vol8/ijdns_2024_2.pdf

15. (Abdullah et al., 2023) The Importance of the Role of an Appropriate Curriculum in Education
https://ejournal.unuja.ac.id/index.php/icesh/article/download/5624/2099

16. (Bunketorp Käll et al., 2015) Collaboration-Based Academic Supervision Model with Peer Evaluation Approach Improving Pedagogical Competence and School Performance
https://ejournal.undiksha.ac.id/index.php/IJEE/article/download/34073/19299/92748

17. (Cakmakci et al., 2011) The Effect of Research Evidence-based Teaching Practices in Science Classrooms on Student Teachers' Attitudes towards Educational Research

https://files.eric.ed.gov/fulltext/EJ1321147.pdf

18. (Suresan et al., 2019) The Impact of Outreach Programs on Academics Development, Personal Development and Civic Responsibilities of Dental Students in Bhubaneswar City
https://pmc.ncbi.nlm.nih.gov/articles/PMC6796316/