GUIMARAS STATE COLLEGE QUALITY ASSURANCE STATUS: AN EVALUATION FOR PERFORMANCE IMPROVEMENT

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ABSTRACT

This study aimed to determine the Guimaras State College Quality Assurance Status for 2015 as basis for performance improvement. This study was conducted at Guimaras State College, Guimaras. A descriptive research design was used in this study utilizing 268 respondents. A research-made questionnaire was employed in gathering the data needed. It was found out that Guimaras State College through the office of Quality Assurance has conducted programs/activities towards quality assurance, the needed facilities and equipment are insufficient. The level of capability of the internal accreditors and internal auditors in performing their respective tasks is excellent while that of the accreditation task force is above average. The level of performance of the conducted programs/activities towards quality assurance is above average. The institution in the conduct of the different quality assurance related programs and activities have met problems where the most is in the insufficiency of supplies, materials, equipment and limited budget particularly for food and least is on the minimum participation of employees in the conducted programs and activities.

Key Words: Quality Assurance status, performance improvement, Guimaras State College, descriptive method, Philippines

INTRODUCTION

Guimaras State College was established in 1968 as a vocational high school. It was converted into a State College only in June 2001. Being a very young State College, the school has so many challenges to face in order to deliver quality and excellent education among its constituents.

As this small State College envisions to be the center of excellence in education and green technology generation and has a commitment for continual improvement of the system for greater client satisfaction, several reforms in the institution were made and one of these is the change in the organizational structure where the Office of Quality Assurance has been created in October 1, 2013. This is to assure that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured is delivered to the clients.

The institution in its quest for quality, has submitted all programs to accreditation, ISO certification, and started the mechanism of the CHED's Institutional Sustainability Assessment. All of these tasks are given to the Office of Quality Assurance which looks into the sustainability of all these mechanisms as the institution develops the culture of quality, sustainability in the aspect of manpower's capability to do the procedures in the institutional level to meet the quality standards of the accrediting agencies.

Quality is the keyword in the higher education which is rapidly expanding where Guimaras State College despite of its size and meager budget has to adapt with these changes.

The external assessment bodies have take initiatives and interventions in upgrading their standards and instruments used in assessment to attune them to CHED's change of paradigm from the existing parameters of quality to the Outcomes- Based Approach.

There are programs designed for the improvement of quality assurance in the institution. However, no basis yet as to what or how these programs will be implemented. Thus, this study will be conducted.

Statement of the Problem

This study aimed to determine the Guimaras State College quality Assurance Status as basis for performance improvement for the year 2015.

Specifically, it sought to answer the following questions:

1. What are the programs/activities towards quality assurance conducted at Guimaras State College?

2. What are the facilities and equipment used in the delivery of quality assurance?

3. What is the level of capability of the internal accreditors, internal auditors and accreditation task force in performing their respective tasks as perceived by the respondents?

4. What is the level of performance of the conducted programs/activities towards quality assurance?

5. What are the problems met in the conduct of the different quality assurance related programs and activities?

6. Is there a significant difference in the level of capability of the internal accreditors, internal auditors and accreditation task force in performing their respective task as perceived by the respondents?

7. Is there a significant difference in the perception of the respondents of the level of performance of the conducted programs/activities towards quality assurance?

Hypotheses

1. There is no significant difference in the level of capability of the internal accreditors, internal auditors and accreditation task force in performing their respective tasks as perceived by the respondents.

2. There is no significant difference in the perception of the respondents of the level of performance of the conducted programs/activities towards quality assurance.

Theoretical Framework

This study was anchored to "Quality Trilogy" of Joseph Juran. The quality trilogy is made up of quality planning, quality improvement and quality control. If a quality improvement project is to be successful, then all quality improvement actions must be carefully planned out and controlled .Juran believed there were ten steps to quality improvement. These steps are: an awareness of the opportunities and needs for improvement must be created; improvement goals must be determined; organization is required for reaching the goals; training needs to be provided; initialize projects; monitor progress; recognize performance; report on results; track achievement of improvements; and repeat.
(www.brighthubpm.com/methods-strategies/72443-theories-in-total-quality-management-tqm.)

Conceptual Framework

The researcher conceptualized that the assessment of the Quality Assurance Status of Guimaras State College in terms of the level of capability of the internal accreditors, internal auditors, accreditation task force, level of performance of the conducted programs and activities towards quality assurance, facilities and equipment used and the problems met in the conduct programs and activities would be the basis of performance improvement of the Office of Quality Assurance.

As stated by Joseph Juran in his Quality Trilogy theory, which is made up of quality planning, quality improvement, and quality control. It further states that "if a quality improvement project is to be successful, then all quality improvement actions must be carefully planned out and controlled."

Research Paradigm

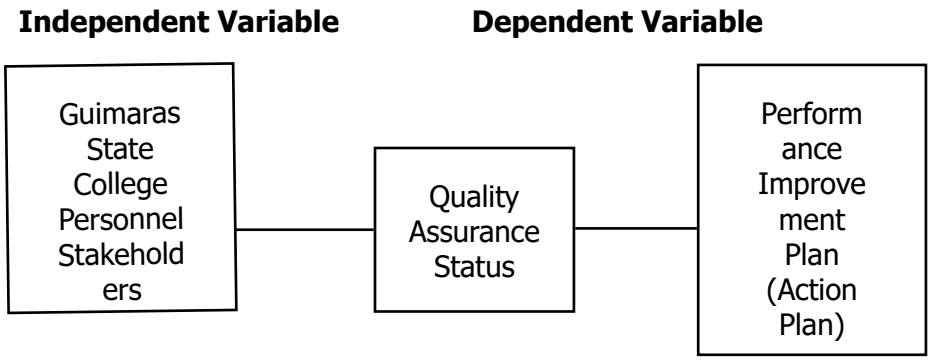

Figure 1.Schematic diagram of the study Guimaras State College Quality Assurance status: basis for performance improvement

REVIEW OF RELATED LITERATURE

CHED Memorandum Order No. 46, Series of 2012

CMO No. 46, Series of 2012(Policy-Standard to Enhance Quality Assurance (QA) in the Philippines Higher Education through an Outcomes-Based and Typology-Based QA). Article I Rationale for Enhancing QA, Section 1. Philippine higher education is mandated to contribute to building a quality nation capable of transcending the social, political, economic, cultural and ethical issues that constrain the country's human development, productivity and global competitiveness.

(www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.46-s2012.pdf.)

Quality Assurance Approach

The Quality Assurance (QA) approach to addressing quality of care issues incorporates three core quality assurance functions: defining quality, measuring quality, and improving quality (QAP/URC, 2001a).

Defining Quality means developing expectations or standards of quality. Standards can be developed for inputs, processes, or outcomes (expected outputs, results or impact on health status); they can be clinical or administrative. Standards state the expected level of performance for an individual, a facility, or an entire health care system. A good standard is reliable, realistic, valid, clear, and measurable. Standards of quality can be developed for each of the nine dimensions of quality shown below, which cover widely recognized attributes of quality of care.

Clinical care standards should be based on the best scientific evidence available. The definition of quality standards also includes stakeholder perception and expectations of quality (including client and community).

If standards do not exist, practitioners must design or adapt them from international standards. Although standards are context specific, universally accepted standards are often a good starting point for developing local standards. Sometimes, even when national standards exist, they must be refined or made operational for local use.

Improving Quality uses quality improvement methods (problem solving, process re/design or re-engineering) to close the gap between the current and the expected level of quality (defined by the standards). This core function applies quality management tools and principles to: identify/determine what one wants to improve; analyze the system of care/problem; develop a hypothesis on which changes (solutions) might improve quality; test/implement the changes to see if they really yield improvement; and based on the results

of testing, decide whether to abandon, modify, or implement the solutions (QAP/URC, 2001b).

Measuring Quality consists of quantifying the current level of performance or compliance with expected standards. This process requires identifying indicators of performance, collecting data, and analyzing information. Measuring quality is inextricably linked with defining quality because the indicators for measuring quality are related to the specific definition or standard of quality under study. When standards define quality, measuring quality requires assessing the level of compliance with standards.

(www.cpc.unc.edu/measure/prh/rh_indicators/crosscutting/service-delivery-ii.h.2/quality-assurance-approach.html.)

Primer on the Quality Assurance and Institutional Sustainability Assessment of HEIs

Quality in higher education is often defined as "fitness for purpose", but it can also be understood in terms of "transformation" of stakeholders, especially for mature institutions (Harvey & Green, 1993. Thus, CHED view quality as the alignment and consistency of outcomes with the institution's vision-mission and goals, demonstrated by learning and service outcomes at exceptional levels, and by a shared culture of quality)

HEIs must engage this challenge of having, preserving, and improving quality for it to develop into a mature institution, and this translates for having a mindset for quality assurance (QA). According to church (1988; Harvey and Green, 1993). "Quality assurance is not about specifying the standards or specifications against which to measure or control quality. Quality assurance is about ensuring that there are mechanisms, procedures and processes and place to ensure that the desired quality, however defined and measured, is delivered".

The internal capacity of HEIs to translate policy programs and quality results depends on established internal QA systems. The starting point of QA is the articulation of the desired quality outcomes, set within the context of the HEIs Vision, Mission and Goals (VMG). This is the foundation for the development of a proper learning environment (content, methodology, and resources for the delivery of programs and services), assessment tools (performance indicators, instruments), the systems and processes that are responsible for quality outcomes as well as sustainable programs and initiatives. QA will then look at institutional performance in terms of the HEIs capacity to translate policy (in terms of VMG) into quality programs and quality results.

Furthermore, CHED takes the view that the strategic approach to QA involves developing the capacity of HEIs to design and deliver high quality programs that meet the needs of the Philippines, and which achieve standards comparable to those of universities in other countries with which the Philippines completes in global markets.

At the global and regional levels, countries need to demonstrate that their education systems match world-call standards. The charging realities spurred by globalization underscore the shift in contemporary international education discourse from education to lifelong learning, from education as transmission of expert knowledge to education as building learner competencies- including learning how to learn. Job can be moved readily from one country to another, and multi-national employers do not hesitate to relocate jobs to their maximum advantage. There will be many factors influencing relocation, including costs, access to markets, and the regulatory environment. However, one factor is undoubtedly the availability of a workforce with appropriate skills. Increasingly, the skills that sought are those provided by higher education.

One measure of the international standing of national higher education systems and of individual universities is the ability of their student to secure employment, or to progress to postgraduate study in other countries. The international mobility is of particular importance to a country for which remittances from citizens working overseas make an important contribution to the company. Increasingly, another measure of international standing is the willingness of multinational employers to take advantage of the skills of a workforce as a whole, by locating their operations in the country concerned. Meeting international standards is no longer an option or an aspiration; it has become a necessity. The achievement of the few is no longer a sufficient indicator of international standing; it is the achievement of the many that matters as well.

At the national level, policies of equity and social inclusion demand a widening of participation in the opportunities offered by higher education. The national role of HEIs includes; service to the nation by developing human resource with various types of knowledge, competencies, and expertise, especially in support of the social, economic, and development needs of the Philippines; the maintenance, development, and critical appraisal of cultural values; and preparation of individuals to play an active role in society.

Evaluation processes thus need to demonstrate that HEIs are producing students with relevant competences that respond to the global challenges and national development needs, with sound values, and with social responsibility.

Objectives

As part of its mandate to promote quality tertiary education in the Philippines, CHED supports the development of HEIs into mature institutions by engaging them in the process of promoting a culture of quality. Premised on a shared understanding of quality, CHED encourages institutional flexibility of HEIs in translating policies into programs and systems that lead to quality outcomes, assessed and enhance within their respective internal QA systems.

This takes into consideration that particular types of HEIs will respond fittingly to global and national challenges, play their part in the economic development of the country, and promote policies of equity and social inclusion. As such, CHED supports the evaluation of effectiveness of institutions according to their typology, with a view to developing institutional systems that ensure effective governance and management, high quality and standards of teaching-learning, relevant and responsive professional/research programs, student support, linkages and community involvement.

The object of CHED in assessing the performance of higher education institutions are:

1. To support HEIs in developing institutional systems that lead to quality outcomes, as demonstrated by students and graduates whose competencies meet internationally recognized standards and are relevant to employment.

2. To support HEIs in developing a culture of quality, reflected in internal QA systems that will help them perform effectively and efficiently and meet their desired outcomes and performance targets.

3. To engage HEIs in addressing policy issues, especially those that address the need to improve quali ty assurance in higher education.

Institutional Sustainability and Quality Assurance

Quality Assurance will look at institutional performance in terms of the HEIs capacity to translate policy (in terms of VMG) into quality programs and quality results. This can be achieved through internal QA systems that that look into the cycle of planning, implementation, review and enhancement (Deming, 1986). From the VMG and desired learning outcomes will came the plan for setting up the proper learning environment, which includes the human and learning resources and support structures for the programs.

The implementations of systems and processes for the programs will establish the teaching-learning systems, processes, and procedures, which can now be reviewed against performance indicators and standards defined in the assessment system. The results of the review should yield enhancement of programs and system. The results of the review should yield enhancement of programs and systems that give quality outcomes. The cycle continues as the HEI develops into a mature institution.

QA can also be carried out with the external agencies, like the CHED an accrediting bodies. The role of CHED is to oversee the rational and cohesive system that promotes quality according to the typology of HEIs. This recognized that different types of HEIs have different requirements in terms of the desired competencies of its graduates, its programs, the qualifications of its faculty, its learning resources and support structures, and the nature of its linkages and outreach activities. This also means that CHED will have different incentives depending on the type of HEI, of recognition within each type, e.g., autonomous and deregulated status, and deregulated status, and COEs and CODs.

The overall approach to QA is developmental, with the goal of helping the HEI develop culture of quality. CHED will work with institutions to assist them in strengthening their management of academic and administrative process so that they are better able to achieve their educational objectives. Where there are serious weaknesses, or failure to comply with conditions attached to permits or recognitions, CHED well expect remedial action to be taken, and will use its powers in relation to such shortcomings as appropriated.

CHED will also coordinate closely with accrediting bodies especially in matters related to policies, standards and guidelines as well as the development and use of appropriate assessment instruments. CHED is adopting an outcomes-based approach to assessment (including monitoring and evaluation) because of its potentials greatly to increase both the effectiveness of the QA SYSTEM and quality and efficiency of higher education generally. There is a need to demonstrate the achievements of outcomes that match international norms. Mature evaluation systems are based upon outcomes, looking

Particularly into the intended, implemented, and achieved learning outcomes. Inputs and processes remain important, as they shape the learning experience that is made available to students.

There are two main approaches to outcomes-based evaluation. The first approach is a direct assessment of educational outcomes, with evaluation of the individual programs that lead to those outcomes. This can provide a basis for program accreditation. The second approach is an audit of the quality systems of an institution, to determine whether these are sufficiently robust and effective to ensure that all programs are well designed and deliver appropriate outcomes. Such an audit will not normally make direct judgments on academic programs, but it will consider program-level evidence to the extent necessary to establish to the extent necessary to establish that institutional systems are functioning properly. This can provide a basis for institutional accreditation.

A move to outcomes-based evaluation from an evaluation system based more on inputs represents a shift to a review process that is more reflective, e.g., asking the HEI to provide justifications for their initiatives and chosen strategies, in view of its vision-mission, goals, and desired outcomes. Factual data is still required to support the HEI's effective performance but not as an end in itself. The approach is less prescriptive, and gives the institution the opportunity to propose solutions that is more fitting to its vision-mission and goals, its culture, and its context.

A Call to Measure Higher Education Quality from Multiple Perspectives

For over ten years, higher education has suffered criticism from all of its stakeholder groups. Students and their families have bemoaned rising tuition rates. Governments have called for greater transparency and accountability to the public on issues such as the cost of higher education and the gainful employment of graduates. Nations have called for higher standards in the preparation of graduates who will excel in science and technology jobs and maintain global competitiveness of the country. Employers have complained that they must retain college graduate once they have been hired. In addition, the rapid changes in technology that have occurred in the 1st 20 years have placed further demands on higher education, both in terms of building infrastructures to handle the new demands for internet and new modes of course delivery and in responding to calls for more publically available information. Simultaneously, there has been a rise in the creation of new global ranking systems purporting to define quality long with a rise in the growth of both diploma and accreditation mills.

The rapidly changing landscape of higher education has also challenged the status quo of how quality assurance reviews can be conducted higher education is no longer offered only in brick and mortar environments, where the buildings are covered in ivy and the students are Browse among the stacks of books in the library. Instead, quality assurance reviews conducted by external organizations must consider variety of ways that institutions are structure from looking at what is offered by 2-year schools (career & technical, community colleges), 4-years or more degree granting institutions (liberal arts, research-based, bachelors only vs. graduate schools), fully online institutions, cross boarder institutions, for profit corporate structures, and other mixed learning environments. In addition, there is a variety of new ways that higher education is delivered, credentialed, and given value ranging from competency-based education (no credit hours) to prior learning assessments (living life and working counts for credit), digital badges (the Boy scouts model), and MOOCs or other free of low cost individually offered online courses.

Establishing Quality Cultures higher Education

The European University Association (EUA)in its 2010 publication entitled Examining Quality Culture: Part I-Quality Assurance Processes in Higher Education indicates that establishing a quality culture in higher education requires 1) a set of shared values, beliefs, expectations and commitments towards quality, and 2) a structural/managerial element with defined processes that enhance quality and aim at coordinating efforts. Furthermore, the EUA report identified five additional conditions that can lead building an effective quality culture. Key aspects of these conditions are summarized below.

1. Use multiple measures to measure quality and choosing the measure that are not only related to in stitutional strategies and academic values, but that also provide accountability measure to students and the wider public.
2. Have a clear process and structure for effective internal decision-making with regard setting up inter nal quality assurance mechanisms for how quality assurance will be carried out within the institution and its programs.
3. Engage the whole university community in the process through leadership that can foster debate and entertain new ideas.
4. Provide staff development that support teaching and learning and promotes the concept of stu dent-centered learning and measurement of student learning outcomes.
5. Recognize that internal quality assurance and external quality assurance must work together to pro vide true public accountability, but that negotiations between the two processes may need to occur to avoid duplication of efforts and QA fatigue.

Related Studies

PanuOdkun, Ph.D. et.al conducted a study on "The Impact Measurement Model of External Quality Assessment for Nursing Education, Thailand" which the purpose of the study were to develop and test the validity of the impact measurement model of external quality assurance developed by the researcher. The samples were 42 faculties/colleges operating the nursing schools by stratified random sampling. The informants were 568 personnel including the dean, administrative committees, lecturers and other staff. The instruments were questionnaire asking the impact and interview of administrators. Data were analyzed by using LISREL.

The findings were as follows:

1. By the sample's perception, the external quality assurance had impact on faculties/colleges in terms of higher education mission, culture, reputation and image, and administration, respectively.
2. The impact measurement model of external quality assurance was composed of 4 variables: 1) ad ministration 2) higher education 3) culture and reputation and image.
3. The testing of the validity of impact measurement model for external quality assurance was consis tent and harmonized with the empirical data.

AngsineeKansukcharearn et.al conducted the study on "Development of Education Quality Assurance System at Academic Department level, Prachomklao College of Nursing, Phetchaburi Province, Thailand" which the purpose of this research was to examine the current condition of the educational quality assurance system at the academic department level develop the process of education quality assurance system at the academic department level, Prachomklao College of Nursing in order to suit the context and meet standard criteria. The study was conducted by using the action research process based on the concept of Kemmis and Mc Taggart (2005) in two spirals throughout the academic year of 2013. The data were obtained from three heads of academic departments, 2 academic staff members 13 quality assurance committees and 34 nursing instructors who responded to key performance indicators. In the first phase, the entire respondent completed questionnaires. The instrument was tested for content validity and reliability was .82 by Cronbach's Alpha Coefficient. In the second phase, 3 heads of academic departments, 2 academic staff members, 13 quality assurance committee members and 34 nursing instructors who responded to key performance indicators participated in focus group discussions and audited this quality assurance system. The data collected were analyzed by arithmetic means and standard deviations. The data from open-ended questionnaires, observed data and interview data were analyzed by content analysis.

The results of this study are as follows: 1. The satisfaction of the sample group was high. 2. The Educational Quality Standard at the academic level and Key Performance Indicators (KPI) for the educational quality assurance system at the academic department level consisted of four aspects: The internal quality assurance in educational institutes; monitoring and quality assurance supervision; quality assessment; and quality system evaluation. 3. The staff's knowledge and staff's practices were added in the last step of the evaluation system. The system process was completely accepted by educational staff while the output system was mostly accepted.

ThanateDaorungroj, Ph.D., in his study "A Model of Utility Perception of Quality Assurance System, Kasetsart University", the purposes of this research were top construct a model of utility perception of quality assurance system of Kasetsart University and to compare pre-and post-personnel behaviors of utility perception of the quality assurance system at Kasetsart University. The one-group pretest-posttest design was used in this study. The study group consisted of 43 volunteers drawn from the executive, lecturers, and practitioners of quality assurance from all faculties from BangkhenCampusofKasetsart University. The research instruments were a test of information perception about the quality assurance system and a questionnaire on the utility of the quality assurance system. The statistics used for data analysis were frequency, percentage, arithmetic mean and standard deviation.

The results showed that the model of utility perception of the quality assurance system was con-

structed which consisted of training activities integrating information and knowledge about quality assurance particularly on the 2nd factor of quality assurance on graduate production and approaches/theories on utility perception of quality assurance system. The analysis of post-training behaviors showed that personnel had greater knowledge of the quality assurance system than before undertaking the training. In addition, the study revealed that the personnel had a great perception of contribution of the quality assurance system than before undertaking the training. (Abstract International Conference on QA QB QC, 2014)

METHODOLOGY

The study was conducted to determine the Guimaras State College Quality Assurance status for the year 2015 as basis for performance improvement of the different programs and activities conducted towards quality assurance.

Research Design

The descriptive research was used in this study. It is a design that is appropriate for studies which aim to find out what prevail in the present conditions or relationships, held opinions and beliefs, processes and effects, and developing trends (Ardales, 2001).

Sample Size

The respondents of the study were the 268 composing of 17 administrators where the total population was taken and the 251 composed of faculty, staff and students who were selected through random sampling by lottery using Slovin's formula below:

Formula by Slovin:

$$n = \frac{N}{1+N(e)^2}$$

Where:

n = sample size

N = total population

e = margin of error

A sample size for every category of respondents like students, faculty and staff was determined using the formula below

$$n_i = \frac{N_i}{N} \times n$$

Where:

n_i = sample size to be obtained from a specific SUC

N_i = population size of the specific SUC

.N = total size of the population

N = size sample of the whole sample

Table 1 presents the data for the distribution of the faculty, staff and student respondents.

For the faculty, the respondents were the 41 of the total 111 faculty, for the staff, were the 27 out of the total of 73 and for the students, 184 were the respondents out of the 494 third year and fourth year students at bthe main campus.

Table 1. Distribution of Respondents

Category	N_i	ni_i	Percent%
Faculty	111	41	16.33
Staff	73	27	10.76
Students	494	183	72.91
Total	678	251	100

The independent variable in this study was the position of the respondents at Guimaras State College as administrators, faculty, staff and students and the dependent variable was the Quality Assurance status measured in terms of level of capability of the internal accreditors, internal auditors, and accreditation task force, the level of performance of the conducted programs/activities towards quality assurance, the facilities and equipment used and the problems met in the conduct of quality assurance related programs/activities.

This study was conducted at Guimaras State College for the year 2015.

A researcher-made questionnaire was used in the study in determining the level of capability, level of performance and the problems met while the data for the facilities and equipment were taken from the actual inventory based from the standard requirement in the accreditation survey instrument and those which are actually used in the conduct of quality assurance related programs and activities.

Upon retrieval of the accomplished questionnaires, the data were tallied, computer-processed using the statistical Packages for the Social Science (SPSS) software, tabulated, analyzed, presented and interpreted using the following statistical tools.

Frequency Count. The frequency count was used for the distribution of respondents, facilities and equipment used and in the problems met during the conduct of quality assurance related programs and activities.

Percent. The percent was used in the distribution of respondents.

Ranking. The ranking was used in the problems met in the conduct of the different quality assurance related programs and activities.

Mean. The mean was used in the level of capability of the internal accreditors, internal auditors, accreditation task force in performing their respective tasks and in the level of performance of the conducted programs/activities towards quality assurance.

Standard Deviation. The standard deviation which determines dispersion of the means was used in the level of capability and level of performance.

One-Way ANOVA. The One-way ANOVA was used in determining the difference in the level of capability of the internal accreditors, internal auditors and accreditation task force and in the difference in the level of perception of faculty, staff and students on the level of performance of the conducted programs and activities.

RESULTS AND DISCUSSION

A. Programs/Activities towards Quality Assurance Conducted at Guimaras State College

The results of the study reveal that programs/activities towards quality assurance conducted at GSC are classified into: Improvement of the Capability of internal accreditors, accreditation task force, internal quality auditors and auditees and Institutional Sustainability Assessment (ISA) team members; upgrading of Quality Assurance Facilities; Development of Quality Assurance Research-based Performance Evaluation; and Development of a Culture of Quality in GSC through accreditation, ISO audit and ISA.

For the improvement of the capability of internal accreditors, they are sent to Accrediting Agency of Chartered Universities and Colleges in the Philippine (AACCUP) conferences, training/workshops and in actual survey visit in other State Universities and College (SUCs), the internal auditors to ISO trainings/seminars and conferences, CHED's ISA related programs/activities. In the institutional level, activities like Quality Assurance Awareness conducted to all personnel, training/workshop on the use of accreditation instrument, on the use of ISO 900:2008 standard by the internal quality auditors and orientation on ISA to the team members.

In the upgrading of the quality assurance facilities, the office of quality assurance has developed a proposal for funding on Quality Assurance Development Program where one of the areas of development is facilities to meet the required standard especially the Accreditation Center and requests for the procurement of other Quality Assurance facilities.

For the development of Quality Assurance research-based performance evaluation, the office of Quality Assurance is coming with a research study "Guimaras State College Quality Assurance Status: Basis for Performance Improvement where findings of the study will be the basis of recommendations for the improvement of the performance of Quality Assurance Services.

In the last category of programs/activities towards quality which is development of the culture of quality assurance at GSC, the institution is submitting its programs to external accreditation by the Accrediting Agency and Chartered Colleges and Universities in the Philippines (AACCUP). However, to ensure the best preparation for the actual visit, in the institution an internal accreditation is conducted by the trained internal accreditors, the institution is ISO certified, which requires periodic conduct of internal audit which at GSC it is done once every semester and conducted by the trained internal auditors. For ISA, orientation program is done to the ISA team members. The preliminary step through the filling-up of self-evaluation document has been done and submitted to CHED for scrutiny as well as their basis for granting the schedule for actual assessment.

B. Level of Capability of Internal Accreditators, Internal Auditors and Accreditation Task Force in Performing their Respective Tasks as Perceived by the Respondents.

Table 2 shows the level of capability of internal accreditators in the conduct of internal accreditation. Data revealed that for area of professionalism the internal accreditators are excellent with a mean 4.36, ±0.631, for the knowledge/skills capability, the internal accreditators are excellent also with a mean of 4.50, ±0.672 and in the decorum capability, the mean is 4.36, interpreted as excellent and ±0.590. For the level of capability of internal accreditators, the overall mean is 4.40, ± 0.590 and interpreted as excellent.

This implies that the internal accreditators are excellent enough to conduct internal accreditation as outcomes of training them through their attendance in ACCUP conferences, trainings/workshops and acting as actual accreditators in other State Universities and Colleges thereby developing their accreditation skills and become excellent accreditators.

Table 2: Level of Capability of Internal Accreditors in the Conduct of Internal Accreditation

Professionalism	Mean	Sd	Interpretation
Discharge duties with integrity and competence	4.60	±0.516	Excellent
Perform duties diligently	4.50	±0.527	Excellent
Do work responsibly	4.00	±0.816	Above Average
Are competent in handling assigned task	4.40	±0.699	Excellent
Complete work promptly and efficiently	4.30	±0.823	Excellent
Sub-Mean	**4.36**	**±0.631**	**Excellent**
Knowledge/Skills			
Have appreciation of the current status of the work involved	4.50	±0.707	Excellent
Thorough understand the educational standards being used	4.50	±0.850	Excellent
Have sufficient background of the program/area under review	4.50	±0.707	Excellent
Are skilled in interviewing, in interpersonal communication	4.50	±0.527	Excellent
Write good reports	4.50	±0.527	Excellent
Sub-Mean	**4.50**	**±0.583**	**Excellent**
Decorum			
Maintain cordial relationship with fellow evaluators and the constituents of the program/area under evaluation	4.40	±0.516	Excellent
Tactful using appropriate language in dealing with anyone	4.30	±0.823	Excellent
Manage time very well	4.40	±0.699	Excellent
Maintain good grooming and proper decorum	4.30	±0.823	Excellent
Discreet in handling sensitive matters	4.40	±0.699	Excellent
Sub-Mean	**4.36**	**±0.672**	**Excellent**
Overall Mean	**4.40**	**±0.590**	**Excellent**

Legend:

Scale:	Description
4.20 - 5.00	Excellent
3.40 - 4.19	Above Average
2.60 - 3.39	Average
1.80 - 2.59	Below Average
1.00 - 1.79	Poor

Table 3 shows the level of capability of internal auditors in the conduct of internal audit. Data show that for the areas of professionalism, the mean is 4.36, ±0.631 interpreted as excellent, in the knowledge/ skills, the level of capability of internal auditors is excellent as shown in the mean 4.38, ±0.640 and for decorum mean is 4.27, is ±0.640 interpreted as excellent. The overall mean for the level of capability of internal auditors is 4.32, ±0.565 interpreted as excellent. This means that the internal auditors are excellent in the conduct internal audit as they are well equipped with necessary knowledge and skills through the trainings/workshops extended to them to be capable in the job assigned to them.

Table 3: Level of Capability of Internal Auditors in the Conduct of Internal Auditor

	Mean	Sd	Interpretation
Professionalism			
Discharge duties with integrity and competence	4.60	±0.516	Excellent
Perform duties intelligently	4.50	±0.527	Excellent
Do work responsibly	4.00	±0.816	Excellent
Are competent in handling assigned task	4.40	±0.699	Excellent
Complete work promptly and efficiently	4.30	±0.823	Excellent
Sub-Mean	4.36	±0.631	Excellent
Knowledge/Skills			
Have appreciation of the current status of the work involved	4.45	±0.688	Excellent
Thorough understand the educational standards being used	4.36	±0.809	Excellent
Have sufficient background of the program/area under review	4.36	±0.674	Excellent
Are skilled in interviewing, in interpersonal communication	4.36	±0.674	Excellent
Write good reports	4.36	±0.505	Excellent
Sub-Mean	4.38	±0.569	Excellent
Decorum			
Maintain cordial relationship with fellow evaluators and the constituents of the program/area under evaluation	4.36	±0.674	Excellent
Tactful using appropriate language in dealing with anyone	4.27	±0.786	Excellent
Manage time very well	3.91	±0.944	Excellent
Maintain good grooming and proper decorum	4.55	±0.688	Excellent
Discreet in handling sensitive matters	4.27	±0.647	Excellent
Sub-Mean	4.27	±0.640	Excellent
Overall Mean	**4.32**	**±0.565**	**Excellent**

Legend: Scale: Description

4.20 -5.00	Excellent
3.40 - 4.19	Above Average
2.60 - 3.39	Average
1.80 - 2.59	Below Average
1.00 - 1.79	Poor

Table 4 shows the level of capability of the accreditations task force in the preparation of documents for the accreditation survey visit. Data revealed that for the category of professionalism, the mean is 4.05, ±0.743 interpreted as above average, in knowledge/skills capability is above average as shown in the mean of 4.07, ±0.743 interpreted as above average, in knowledge/skills capability is above average as shown in the mean of 4.07, ±0.801, and for decorum, the level of capability is above average, with mean of 4.16, ±0.747. The overall mean is 4.07, ±0.754 which is interpreted as above average.

The results imply that the development of the capability of the accreditation task force is difficult to sustain due to the changing in the member composition particularly the casual faculty members who lack trainings about accreditation but are in the task force.

Table 4: Level of Capability of Accreditation Task Force in doing Task during Accreditation

	Mean	Sd	Interpretation
Professionalism			
Discharge duties with integrity and competence	4.18	±0.751	Above Average
Perform duties intelligently	4.09	±0.831	Above Average
Do work responsibly	4.27	±0.647	Excellent
Are competent in handling assigned task	3.91	±0.831	Above Average
Complete work promptly and efficiently	3.82	±0.982	Above Average
Sub-Mean	4.05	±0.743	Above Average
Knowledge/Skills			
Have appreciation of the current status of the work involved	4.09	±0.831	Above Average
Thorough understand the educational standards being used	4.18	±0.874	Above Average
Have sufficient background of the program/area under review	4.00	±0.894	Above Average
Are skilled in interviewing, in interpersonal communication	4.00	±0.894	Above Average
Write good reports	4.09	±0.831	Above Average
Sub-Mean	4.07	±0.801	Above Average
Decorum			
Maintain cordial relationship with fellow evaluators and the constituents of the program/area under evaluation	4.27	±0.786	Excellent
Tactful using appropriate language in dealing with anyone	4.27	±0.786	Excellent
Manage time very well	3.82	±1.079	Above Average
Maintain good grooming and proper decorum	4.45	±0.688	Excellent
Discreet in handling sensitive matters	4.00	±0.775	Above Average
Sub-Mean	4.16	±0.747	Above Average
Overall Mean	4.09	±0.754	Above Average

Legend: Scale: Description

4.20 -5.00	Excellent
3.40 - 4.19	Above Average
2.60 - 3.39	Average
1.80 - 2.59	Below Average
1.00 - 1.79	Poor

C. Level of Performance of the Conducted Programs/Activities Towards Quality Assurance

Table 5 shows the level of performance of the conducted programs/activities towards quality assurance like accreditation, ISO audit, awareness/orientation, trainings/workshops. Results revealed that for the content of programs/activities the mean is 4.36, ± 0.554 which is interpreted as excellent, in management the level of performance is above average with the mean of 4.02 and ± 0.686. For the venue, where the programs/activities are held, the level of performance is above average, with mean 4.08 and ± 0.682. As to the aspect of facilities/equipment the mean is 4.15, ± 0.708 which is interpreted as above average and for the foods served, the performance is above average with mean 4.15, ± 0.567. The overall mean for the level of performance of the conducted programs/activities towards quality assurance is above average.

This implies that improvement in the aspect of management, venue, facilities/equipment and foods served is to be considered in the conduct of quality assurance programs/activities.

Table 5: Level of Performance of the Conducted Programs/Activities towards Quality Assurance

	Mean	Sd	Interpretation
A. Content			
Consistency with the institution's vision, mission and quality policy	4.45	±0.640	Excellent
Relevance, significance to quality assurance	4.33	±0.629	Excellent
Achievement of objectives	4.29	±0.638	Excellent
Sub-Mean	4.36	±0.554	Excellent
B. Management			
Time Management	3.9	±0.818	Above Average
Organization of the program/activity	4.15	±0.764	Above Average
Involvement of participants	4.02	±0.766	Above Average
Sub-Total	4.02	±0.686	Above Average
C. Mean			
Appropriateness	4.19	±0.766	Above Average
Convenience day and time	3.98	±0.716	Above Average
Arrangement of fixture	4.06	±0.780	Above Average
Sub-Mean	4.08	±0.682	Above Average
D. Facilities/Equipment			
Adequacy	4.11	±0.737	Above Average
Effectiveness	4.12	±0.776	Above Average
Usefulness	4.21	±0.757	Excellent
Sub-Mean	4.15	±0.708	Above Average
E. Foods Served (If applicable)			
Quality	4.12	±0.732	Above Average
Sufficiency	4.11	±0.712	Above Average
Cleanliness	4.18	±0.687	Above Average
Sub-Mean	4.14	±0.636	Above Average
Overall Mean	4.15	±0.567	Above Average

Legend: Scale: Description

4.20 -5.00	Excellent
3.40 - 4.19	Above Average
2.60 - 3.39	Average
1.80 - 2.59	Below Average
1.00 - 1.79	Poor

Table 6 shows the significant difference in the level of capability of internal accreditors, internal auditors and accreditation task force. Results revealed a significant difference in the level of capability of internal accreditors, internal auditors and accreditation task force in performing their respective tasks as perceived by the respondents as shown in F= 13.93, P = .000. The probability value is less than .05, hence significant. This means that the level of capability of the internal accreditors, internal auditors and accreditation task force vary.

This implies that internal accreditors, and internal auditors are more capable than the accreditation task force for the reason that their composition is not varied unlike that of the accreditation task force therefore the capability development is sustained.

Table 6: Difference in the Perception of Respondents on the Level of Capability of Internal Auditors, Internal Accreditors, and Accreditation Task Force

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	0.797	2	0.398	13.93*	.000
Within Groups	1.201	42	0.029		
Total	1.998	44			

*p<.05 level of significance

Table 7 shows a no significant difference in the perception of the respondents in the level of performance of the conducted program/activities towards quality assurance. This is supported with F = 1.701 and p = .186 which is greater than .05. it implies that the perception of faculty, staff and students on the level of performance of the programs/activities conducted towards quality assurance is the same. This means that the faculty, staff and students at the institution are aware of what are the quality assurance programs and activities and how these are conducted.

Table 7: The difference of the Level of Performance of the conducted programs/activities toward qualityn assurance as perceived by the respondents

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.083	2	0.542	1.701	.186
Within Groups	50.937	160	0.318		
Total	52.020	162			

*p<.05 level of significance

CONCLUSIONS

Based on the findings revealed in the study, the following conclusions were drawn:

1. Guimaras State College through the Office of Quality Assurance has conducted programs/activities towards quality assurance
2. The facilities and equipment necessary in delivering quality assurance need to be improved to meet the standard requirement.
3. The level of capability of the internal accreditors and internal auditors in performing their respective tasks is excellent while that of the accreditation task force is above average.
4. The level of performance of the conducted programs/activities towards quality assurance is above average.
5. Guimaras State College in the conduct of the different quality assurance related programs and activ ities have meet problems where most is in the insufficiency supplies, materials, facilities and equip ment and limited budget particularly for food and the least is on the minimum participation of em ployees in the conducted programs and activities.
6. There is significant difference in the level of capability of the internal accreditation, internal auditors and accreditation task force.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations were given.

1. Guimaras State College must continue the conduct of the different programs/activities towards quali ty assurance with corresponding evaluation for every program or activities conducted.
2. The administration should supply the Office of Quality Assurance the lacking but needed facilities/ equipment in the conduct of programs/activities towards quality assurance particularly increasing the working area in the accreditation center.
3. The college should continue the conduct of capability development activities like seminar trainings/ workshop for internal accreditors, internal auditors and accreditation task force for sustainable devel opment and conduct of continues accreditation capability training for accreditation task force for continual improvement.
4. The Office of Quality Assurance must develop supervisory and monitoring measures in every conduct of program/activity towards Quality Assurance in one to achieve excellence in performance.
5. The administration should enhance its policies especially in imposing sanctions as to malpractices in the college to minimize problems in the conduct of programs/activities towards quality assurance

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