



Guimaras State College Quality Assurance Status: An Evaluation

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ABSTRACT This study aimed to determine the Guimaras State College Quality Assurance Status for 2015 as the 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 are 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.

Keywords: 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 on 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 its size and the meager budget has to adapt to these changes. The external assessment bodies have taken 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.

This study aimed to determine the Guimaras State College quality Assurance Status as the 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 tasks as perceived by the respondents; and 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?

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; repeat.(www.brighthubpm.com/methods-strategies/72443-theories-in-total-quality-management-tqm.)

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."

METHODOLOGY

The study was conducted to determine the Guimaras State College Quality Assurance status for the year 2015 as the basis for performance improvement of the different programs and activities conducted towards quality assurance. The descriptive research was used in this study. It is a design that is appropriate for studies which aim to find out what prevails in the present conditions or relationships, held opinions and beliefs, processes and effects, and developing trends (Ardales, 2001). 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

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 faculties, 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 the main campus.

Table 1. Distribution of Respondents

Category	N_i	n_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 on 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, an 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 the 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.

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 the Accrediting Agency of Chartered Universities and Colleges in the Philippine (AACUP) 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 the 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 (AACUP). 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, an 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.

Level of Capability of Internal Accreditors, 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 accreditors in the conduct of internal accreditation. Data revealed that for the area of professionalism the internal accreditors are excellent with a mean of 4.36, ± 0.631 , for the knowledge/skills capability, the internal accreditors 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 accreditors, the overall mean is 4.40, ± 0.590 and interpreted as excellent.

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

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

	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	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: 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 the 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 training/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

	Mean	Sd	Interpretation
Overall Mean	4.32	+0.565	Excellent

Legend: 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, ± 0.801 , and for decorum, the level of capability is above average, with a 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: 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

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
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
Management			
Time Management	3.90	±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
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
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
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: 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 varies.

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 quality assurance as perceived by the respondents

	Sum of Squares	Df	Mean Square	f	Sig.
Between Groups	1.083	2	.542	1.701	.186
Within Groups	50.937	160	.318		
Total	52.020	162			

* $p < .05$ level of significance



CONCLUSIONS

Based on the findings revealed in the study, the following conclusions were drawn:Guimaras State College through the Office of Quality Assurance has conducted programs/activities towards quality assurance; the facilities and equipment necessary in delivering quality assurance need to be improved to meet the standard requirement; 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; Guimaras State College in the conduct of the different quality assurance related programs and activities have meet problems where most are in the insufficiency supplies, materials, facilities and equipment and limited budget particularly for food and the least is on the minimum participation of employees in the conducted programs and activities; and there is a significant difference in the level of capability of the internal accreditation, internal auditors and accreditation task force.

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