Best Practices in Quality Assurance in Selected Higher Education Institutions (HEIs) in the Philippines in the Light of the Malcolm Baldrige Framework

R. D. MIRANDA, E. REYES-CHUA
Emilio Aguinaldo College-Cavite,
Dasmarinas, Cavite
PHILIPPINES

Abstract. HEI 's success is now focused on quality assurance. In the Philippines, best practices in HEI's QA cannot be recognized without the support of quality managers, faculty members and staff. Each member has an essential role to play in promoting a successful quality management. With the advent of technology, Quality Assurance is continually in demand. Its process and human resource, in effect, will keep the organization's efficiency. This study addresses how such degree programs are related to the accreditation level of the eight private institutions in the Philippines. We found out that leadership and governance results, financial and market results, and customers were highly implemented by the eight (8) Higher Education Institutions while product and process, customer-focused, and workforce-focused results were implemented. In terms of the level of accreditation, Level 2 (50%) garnered the greatest number of frequencies followed by Levels 3 and 4 (12.5%) and Institutional Accreditation (25%) which means that most programs are accredited while a few are subject to preliminary accreditation. This implies that each institution has highly implemented those three criteria or best practices while the rest has implemented the other four criteria or best practices in the fulfilment of the colleges and universities' Quality Assurance.

Key-words: - Quality Assurance; Accreditation; Malcolm Baldrige Framework; Higher Education Institution; QA standards; Best Practices.

1 Introduction

The Commission on Higher Education (CHED) defines "quality" as the continuity and integrity of the learning environment with the vision, purpose and goals of the organization, demonstrated by excellent results in learning and service, as well as the creation of a successful culture. Three quality viewpoints are defined in this definition: quality as a 'job fitness' used by other organizations to measure and accredit by translating the institution's intent, mission and goals into its learning results, programs and systems; quality as 'exceptional' means distinguishing, meeting exceptionally high standards, or compliance [1]. The Industrial Revolution [2] 4.0 is an attempt to change the transformation by incorporating the digital technology and all assembly lines into a system in which all manufacturing processes operate on computers and on the Internet. Quality management is applied in higher education institutions in order to ensure professional education. However, the definition of quality in HEIs differs based on which context it is in. Students may describe consistency in terms of their learning environment — services and faculties; for parents, it can mean their children's employability following graduation; for the faculty, it can mean the personnel growth initiatives offered by the HEIs; for employers, it can mean the abilities of students entering the workplace. HEI quality assurance therefore needs to be able to manage the experiences of all stakeholders — students, faculty and staff, community and industry, and the institution itself [3].

In the education sector, the origin of the concept of Quality Assurance was not discovered, but rather imported from the business sector into the HE in the 1980s, and because QA is in the business sector. In the field of education and, in particular, in higher

education institutions [4], the central role in HE policy is defined. Quality is not a new term and has been used over the centuries and across the millennia and through different cultures [5]. In order to demonstrate that they can be regarded as two definitions on a continuum and that both are needed as continuing processes, both Quality Assurance and Quality Enhancement are separated from each other. Quality management, on the other hand, is an integrative measure for the identification of the system for acceptance of existing quality requirements and for the management of the performance standard [6]. One of the six goals of collaboration in the 1999 Bologna Declaration is the implementation of European quality assurance collaboration with a view to establishing comparable standards and methodologies. At the core of the establishment of the European Higher Education Area [7] has been the standard of higher education. An additional layer has arisen in the case of European higher education, which can be referred to as a supra-structure consisting of all institutions and actors, including those representing national authorities, with the goal of building a unity that connects the European higher education systems [8]. In other institutions, they tend to use the word Total Quality Management (TQM) even though the term quality has also been used. TQM 's position has never been well understood in higher education institutions. In several different countries, its use has been a primary issue, with numerous higher levels of concern. For a long time, curriculum services have been in place. Institutions are using the TQM instrument to do so gradually [9].

The internationalization of the HEI resulted in a growing need for transparency and openness [10], which in turn contributed to the need to build a quality culture when tackling the challenge of globalized higher education. Third party QA reports include independent, objective, external opinions. Ryan [10] argues that efficiency, meaning, consistency and fulfilment of requirements and standards are included in the different dimensions of HEI quality; but no particular quality management mechanism can resolve all aspects of quality, such that decisions are assessed on the quality

form. With HEI recognition, the Philippine External Quality Audit Framework starts and follows a process of quality management, implementation, review, and enhancement. That is followed by the PDCA or Plan-do-check-act loop, or simply the process of Deming. It refers to the willingness of the HEI to (1) transform goals, objectives and expectations (VMG) into expected learning outcomes; (2) establish the right learning environment; (3) evaluate the performance measures and priorities set out in the appraisal system; and (4) strengthen procedures and processes. The period continues as the HEI starts to develop into a prosperous organization. With the assistance of foreign organizations, including CHED and other accreditation bodies, QA is carried out at all HEIs. Similar types of HEIs have clear requirements for the qualifications and associated capacities of their graduates, their programs, staff preparation, learning instruments and support structures, and the nature of their contacts and outreach efforts (CHED Section 9 Memorandum Order No. 46, s. 2012). It offers a very comprehensive overview of the current state of quality assurance in the Philippines, as this is essential for the production of quality-assured qualifications. This is a rundown on "what is" in the Philippines today in the QA atmosphere. As the country's public and private HEIs today are encouraged to work together to develop the Philippine QA ecosystem of higher education today by contributing to a 'QA community led by the ASEAN Quality Assurance Network and its ASEAN Quality Reference Model,' It should be remembered in this respect that CHED typically does not consider consistency as dependent on a degree of modest expectations based on learning results, but rather explicitly addresses outstanding expectations, i.e. those that follow exceedingly high standards[1]. Conferring the administrative duty of CHED to set and implement minimum criteria [RA 7722] now with QA performance specifications that contradict what it does in determining the supposed minimum program standards. In the area of 'exceptional expectations that meet extremely high requirements, do they really have minimal or administrative pressure?' This could be due to the fact that what is done at

the bachelor's level already seems to adhere to Level 7 on the PQF. The Philippines has uniform programmatic accreditation for higher educational quality improvement, such as: The Philippine Accrediting Association of Schools and Universities (PAASCU); the Philippine Association of Accreditation Commissions of Colleges and Universities (PACUCOA); the Association of Christian Schools Colleges and Universities (ACSCU-AAI); and Accrediting Agency of Chartered Colleges and Universities in the Philippines, Inc. (AACUP) [11].

1.1 Background Work

The role of these accrediting organizations in the accreditation evaluation process answers key quality assurance issues. The parameters of these organizations are used to determine the standards of higher education institutions. These accrediting agencies typically use the word "accreditation" to assess the quality of HEI's education programs. One definition is the accreditation status of an organization or initiative for the attainment of minimum quality requirements. Evaluation and development is an important aspect of the accreditation process. Criteria, protocols, rules and standards for all HEIs regulating the formal accreditation process have been created. Institutional Accreditation "refers the assessment of the whole system of college." Institutional accreditation is given when the approved-criteria of Federation of Accrediting Agencies of the Philippines (FAAP) are met. There are Institutional Accreditation Standards as per PACUCOA standards [12]. Eligibility requirements for institutional accreditation (1) The reaccredited status of Level III institutions for the arts and sciences, industry and education would have been given. To stand-alone or monolithic organizations that do not deliver conventional courses such as Arts and Sciences, Industry and Employment, Tier III rank will be their main program/s. Level IV approved status would have been given on at least one of the programs. (2) Accreditation in 75 percent in HEI 's curriculum offerings. The approved services will have the rank of level I or level II. Programs where no established measurement tools exist would not be included in the assessment. (3) A

portion of the overall number of graduates will be participating in the approved courses. New product developments that do not already include students would not be counted in the estimate. (4) Over at least five successive board tests, the success of students in licensure exams in the approved programs will be equivalent to or above the national passing rate. (5) Mechanisms for quality control will be well established in the HEI.

This is the long-term advantage of having a large number of approved colleges and universities for our culture. Accreditation is a process / method for improving the standards of an educational institution in the various aspects of its activities by self-survey and evaluation by an independent external/third-party evaluator. The assessment relies on a broad context, i.e. nine (9) areas starting with philosophy, purpose and task, in which some aspects of the operations of a school are analyzed, such as students, instruction, library, classes, physical facilities and equipment, student personnel programs, social integration and group involvement, and organization and administration. A plurality of ideal school criteria/attributes are used in each of the areas. Thus, if a college is able to meet any of the requirements set out in the nine areas mentioned above, it may attain a degree of excellence that cannot be achieved in a school which has not undergone such an evaluation process. Rizal claimed that the school was a book where one could see humanity's promise. And if we're going to have better colleges, then we'll have a happy country. A better performing environment should be the additional schools that are admitted. Finally, the evaluation boards use these criteria as the basis for their rules and decisions.

The researchers used the Malcolm Baldrige Framework as the basis for the best practices for the quality assurance of HEI for this study. In 1987, the Malcolm Baldrige National Quality Management Act was signed into law with the intention of enhancing the productivity of US businesses [13]. The Baldrige award program was then established to recognize and reward role model organizations and sharing common practices, and for evaluating candidates for awards.
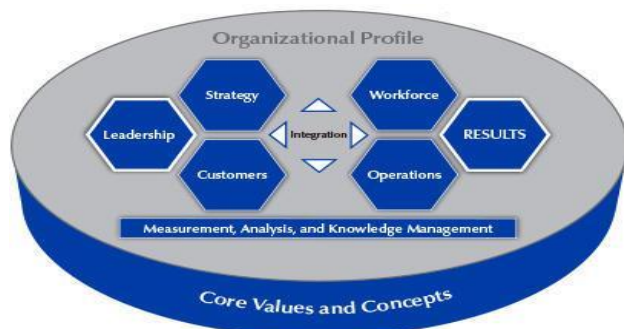
Fig.1. Malcolm Baldrige Framework [14]

The criteria for performance standards have been established. Baldrige standards are used to increase the performance and quality of their organization in most colleges and universities in the United States, such as the American College of Healthcare Executives, which Baldrige uses in their pursuit of excellence [14]. The award recognizes advances in productivity and business outcomes; and reflects on a strong organizational excellence system. Although encompassing a broad range of methodologies, the Baldrige Requirements are flexible enough to enable consistency of quality and performance. Baldrige Standards are used by Baldrige national, local and regional award programs to promote progress in their countries and regions. Such services help a number of local organizations to make a success, start or continue their journey. Many of the Malcolm Baldrige Regional Quality Award participants have been the former State Quality Award recipients. Many healthcare organizations use the requirements to assess and develop the standards and efficiency of their agency, without the intention to apply for the grant. This approach discusses the truthfulness of leadership criteria; strategic planning; focusing on patients, other stakeholders and markets; measuring, analyzing and managing knowledge; focusing on personnel; process management; and organizational outcomes. Know about health managers who use this instrument to improve the overall organization, or who are demanding benefits. Value standard education standards are used in the field of education for Malcolm Baldrige's assessment criteria: Baldrige performance excellence standards include a framework that can be applied by any organization to enhance operational outcomes. Seven divisions are the criteria for awards [15]:

Category 1: Leadership — Examines how the organization is managed by senior management and how the organization fulfills its corporate responsibilities by fostering good governance.

Category 2: Strategic planning — Examines how a company lays out its competitive goals and puts out main action plans.

Category 3: Customer Focus — Examines how corporate and consumer preferences and market demands are determined; creates customer relationships; and purchases, satisfies and keeps customers.

Category 4: Measurement, Analysis and Knowledge Management — Explores data and expertise collection, strategic implementation, evaluation and development to help core operational processes and the organization's performance assessment mechanism.

Category 5: Workforce Focus — Examines how the corporation's employees can function. Building on its full potential and partnership between employees and company goals.

Category 6: Process management — Discusses elements of the design, management and development of key production / delivery and service processes.

Category 7: Results — Examines the productivity and growth of the group in its key business areas: consumer loyalty, financial and market success, human capital, product and stakeholder efficiency, organizational performance and governance and social responsibility. The group frequently discusses how the business performs as opposed to competitors.

Categories 1, 2 and 3 are also called the leaders' triad. Senior leaders in category 1 should set strategy in the simplest possible terms and establish consistent organizational success goals. Strategic plans for Category 2 are established to identify the policies, goals, and plans needed to meet expectations. For these strategies to be effective, the company must be more placed than the other customers on the industry it serves to meet the demands of its category 3 customers. Organizations in all sectors execute policy through knowledge activities and have motivated staff from category 5 who run stable

and efficient processes from category 6. They systems foundation in category 4 is used to report the performance results achieved in category 7 and to provide feedback on the performance of key processes in categories 2,3,5, and 6 that yield results to senior leaders in category 1 [9].

The metrics are used for self-assessment and preparation by thousands of organizations of all sizes, both as a tool for optimizing the performance and business processes. After the first version in 1988 a few million copies were published and massive duplication and online access numerous times exceeded the amount. Using the Baldrige appraisal criterion results in stronger employee partnerships with many businesses, higher efficiency, greater consumer satisfaction, increased market shares and enhanced competitiveness. According to a survey by the Conference Board, an business member group, "Many major US corporations have implemented the Malcolm Baldrige National Quality Award self- improvement principles and the evidence indicates a long-term association with the adoption of Baldrige requirements and improved customer results."

Post University in the United States of America announced that the Malcolm Baldrige School of Business has gained accreditation from the Accreditation Council for Business Schools and Programs (ACBSP). This accreditation acknowledges the excellence of post-university business education and is a key achievement for the business school and the university as a whole. The New England Association of Schools and Colleges (NEASC) has also been accredited by Post University since 1972 [16].

In a study conducted by Kim and Oh [17] found out that the hospitals are under pressure nowadays to maintain better quality patient care to survive in traditional health services management techniques thus, they utilized the Malcolm Baldrige National Quality Award model. The Malcolm Baldrige National Quality Award (MBNQA) is well known in evaluating efficiency and business processes in a number of fields, including government. In this case, Ryan, etal [18] examined the relationship the relationship between aspects of the MBNQA

leadership triad Knowledge management in the sense of e-government. In a study conducted by Montoya [19], he claims that hospitals are still struggling to keep their competitive edge. Healthcare organizations, face other challenges, including government controls and the provision of care in the current economy providing care and services to the increasing population of unemployed or uninsured consumers. Moreover, Unger [20] clearly demonstrates a connection to improved clinical, effectiveness and financial success. The findings show that the implementation of quality management programs like the use of the MBNQA can significantly save lives. It has been observed that most hospitals used the Malcolm Baldrige for continuous improvement.

On the other hand, the basic evaluation method for HEIs is the criterion used in the award criteria MBPEfPE (Malcolm Baldrige Standards for Performance Excellence). Malcolm Baldrige 's evaluation procedures are ADLI or Approach, Deployment, Learning, and Integration. The factor included in this analysis was that quality attributes and prospects for change will be recognized by the Malcolm Baldrige Criteria [10]. Among those literatures that used the Malcolm Baldrige Criteria were part of this study. The Baldrige Excellence Model was chosen and used in this research as it aims to respond to the need for HEIs by integrating creativity and national development outcomes in Brazil [21].

2 Problem Formulation

The objective of this study was to identify the extent of implementation of the seven requirements defined on the Malcolm Baldrige Framework (MBF) [22]. It also studied the different degree programs and the level of accreditation standards provided by the accrediting agencies.

2.1 Materials and Methods

Using the Malcolm Baldrige Framework, the researchers used the quantitative approach to classify best practices in selected HEIs in the Philippines. A sample questionnaire using the parameters of the system was used to assess the degree to which QA best practices are being

applied in terms of: leadership, strategy, customers, measurement, analysis, and knowledge management, workforce, operations, and results. This work was limited to the best practices that higher learning institutions in the Philippines could have established.

2.2 Dataset/Data Used/Sampling

In selected HEIs in the Philippines, the researchers used the Malcolm Baldrige framework to identify the criteria and best practices for quality assurance. The research is performed in conjunction with a google link survey by eight (8) private institutions in the Philippines. Convenience sampling has been used because it was appropriate to this study since this new normal or pandemic does not require contact with respondents directly in which technological progress such as google form was employed. While the sampling methodology is categorized as non-probability tests, answers to the best of the respondents' views and practices were nonetheless assured. ***Convenience sampling*** (also known as the sampling of availability) is a form of nonprobability sampling approach focused on data collection from communities conveniently accessible for research [23]. The research respondents include the following private colleges and universities: (1) Emilio Aguinaldo College –

Cavite (2) University of Baguio (3) Columban College (4) New Era University – Quezon City (5) Lyceum of the Philippines University – Batangas (6) Our Lady of the Perpetual Succor College (7) University of Pangasinan; and (8) Mallig Plains College. For the instrument of the study, a survey questionnaire was used based on the Malcolm Baldrige Framework (MBF) and this was statistically analyzed and interpreted using weighted mean and Pearson r. The results of the survey were gathered and collected using the google link results and these were carefully reviewed, analyzed, and interpreted.

In general, we asked the following questions:
1. What is the extent of implementation of QA Best Practices in terms of Senior Leadership, Governance and Societal Responsibilities?
2. What is the extent of implementation of QA Best Practices in terms of Strategy?
3. What is the extent of implementation of QA Best Practices in terms of Customers?
4. What is the extent of implementation of QA Best Practices in terms of Measurement, Analysis and Knowledge Management?
5. What is the extent of implementation of QA Best Practices in terms of Workforce?
6. What is the level of accreditation of the eight colleges/universities in relationship with their Quality Assurance Practices?

Table 1. The Mean Distribution on the Extent of Implementation of QA Best Practices in terms of Leadership

Best Practices Indicators	Mean	Extent of Implementation
Senior Leadership	3.73	Highly Implemented
Governance and Societal Responsibilities	3.63	
		Highly Implemented
Leadership	**3.68**	**Highly Implemented**

3 Results

Table 1 demonstrates the average distribution of the degree to which best practices of QA are applied in terms of leadership, achieving the maximum average score of 3.73 for senior management; and 3.63 for governance and

societal responsibility with an overall rating of 3.68. This means that higher education institutions have been strongly enforced and controlled by senior management and the business that fulfils its obligations in support to that organization. The MBF principle focuses on

the leadership which examines how the organization is directed by senior management and how the company handles its obligations that promotes good governance [24]. The personal

actions of the senior leader guide and sustain the organizations. Existing governing structures are in operation, and the company fulfils the legislative, ethical, and social responsibility.

Table 2. The Mean Distribution on the Extent of Implementation of QA Best Practices in terms of Strategy

Best Practices Indicators	Mean	Extent of Implementation
Strategy Development	3.40	Highly Implemented
Strategy Implementation	3.48	Highly Implemented
Action Plan Modification	3.38	Highly Implemented
Strategy	**3.42**	**Highly Implemented**

Table 2 shows the mean distribution score on the degree of which strategic execution of QA best practices is strongly applied, gaining an overall average score of 3.42. This indicates that the HEIs define organizational priorities and how it carries out main action strategies. The maximum mean score of 3.48 for execution of the policy followed by 3.40 for production of the policy and 3.38 for adjustment of the action plan. The results show that the HEIs are developing their strategic goals and action plans, implementing them, changing them if circumstances require, and taking progress measures.

Dewing [25] stresses that a business can be strengthened with the five quality control techniques that involve quality culture, a strong training system, a comprehensive quality inspection system, maintenance of equipment and regular internal audits. These strategies will help improve the strategy development, implementation, and action plan modification of an institution as revealed on Table 2 which all the eight institutions have complied with. By doing so, the overall approach to quality assurance could be developed and improved.

Table 3. The Mean Distribution on the Extent of Implementation of QA Best Practices in terms of Customers

Best Practices Indicators	Mean	Extent of Implementation
Voice of the Customer	3.58	Highly Implemented
Customer Engagement	3.54	Highly Implemented
Customers	**3.56**	**Highly Implemented**

Table 3 shows the mean distribution score on the level of consumer-specific execution of QA best practices, achieving an average mean score of 3.56 which implies that the HEIs decide on the customer's requirements as well as establishes client partnerships and meets and maintains consumers. Showing an average of 3.58 for voice customers and 3.54 respectively for consumer commitments means that these metrics are highly implemented in the organization. These findings

indicate that the HEI is involving its customers in long-term market sector growth, listening to stakeholders, developing consumer partnerships, and leveraging consumer knowledge to develop and find product opportunities. Dewing [25] stresses that an organization would be improved if the five approaches that require quality management, a robust preparation program, a systematic quality assurance strategy, facility maintenance and routine internal audits

are utilized to improve quality control. Such approaches would further strengthen the growth, execution and adjustment of the policy and action plan of an institution as shown in Table 2 which has been accomplished by all 8 institutions. It will create and reinforce the dedication to quality control internationally.

Table 4. The Mean Distribution on the Extent of Implementation of QA Best Practices in terms of Measurement, Analysis and Knowledge Management

Best Practices Indicators	Mean	Extent of Implementation
Measurement, Analysis and Improvement of Organizational Performance	3.38	Highly Implemented
Knowledge and Information Technology	3.34	Highly Implemented
Measurement Analysis and Knowledge Management	**3.36**	**Highly Implemented**

Table 4 demonstrates the mean distribution of the degree to which best methods in evaluating, assessing and handling knowledge are applied, earning the maximum average score of 3.38 for evaluating, assessing and optimizing organizational performance and 3.34 for knowledge management, information and information technology for an overall mean score of 3.36. The results show that the HEIs select, gather, analyses, manages, and improves its data, information, and knowledge assets. This means that the company has widely applied and evaluated data and information collection, strategic application, analysis and development to support essential organizational frameworks and success improvement system.

Rivera and Rivera [26] have described KM processes as the required activities to be done so that information can be developed, processed, exchanged, and implemented by the organization's members in order to achieve a better result. This practice could be effective if all of the organization's members work in harmony with consistent communication, teamwork and willingness to share ideas and information for improvement of the organization.

Baldrige Measurement, Analysis and Knowledge Management [27] explores how the section gathers, captures, analyzes, manages and enhances the characteristics of its data, records and knowledge and how it manages its IT. The division is now looking at how the organization uses scientific results to enhance its efficiency. It answers the following questions: (1) How do you evaluate, assess and improve the efficacy of the organization? (2) How do you treat documents, record management, organization awareness? According to Barreto and Pozo [28], the stage of the job organisation facilitates the integration of the departments and the broader perspective of the activities, promoting the mechanism of change, as well as favoring the corporate goals to the detriment of the goals of each field. The Emphasis on Operations is about the strategy in action, that is, the potential directions in which the organization can implement the strategy as a way to respond to everyday demands in fulfilment of the goals described above.

In Table 5, the mean distribution score demonstrates the degree to which QA best practices are applied in terms of employees, obtaining an aggregate rating of 3.36 for the workforce environment (3.50) and workforce engagement (3.21) respectively, indicates that the metrics are strongly enforced and analyses the workplace in a position to develop their full potential and the partnership between the employer and the employees. The HEIs evaluate the ability and capability needs of the workplace, and create a workplace conducive to high performance.

Table 5. The Mean Distribution on the Extent of Implementation of
QA Best Practices in terms of Workforce

Best Practices Indicators	Mean	Extent of Implementation
Workforce Environment	3.50	Highly Implemented
Workforce Engagement	3.21	Highly Implemented
Workforce	**3.36**	**Highly Implemented**

In an investigation into the quality culture and workforce performance of Malaysian higher education [29], they reveal their findings that a quality culture initiative can be used effectively in the context of the Malaysian HE sector to improve the academic performance of personnel. They strongly believe that managing human resources is one of the most efficient and qualified workforce that will result in an effective approach and high productivity.

In this study, the authors believe that the eight (8) institutions have complied with the best practices indicators because the extent of implementation is highly implemented. It proves that these HEI's consistently consider their Human Resource Management as one key factor to organization success and improvement.

Table 6. The Mean Distribution on the Extent of Implementation of
QA Best Practices in terms of Operations

Best Practices Indicators	Mean	Extent of Implementation
Work Processes	3.25	Implemented
Operational Effectiveness	3.50	Highly Implemented
Operations	**3.38**	**Highly Implemented**

Table 6 indicates the mean distribution value in the extent of operational implementation of successful QA best practices, having an average mean score of 3.38 which implies these metrics are highly implemented in both areas. Obtaining a mean operational effectiveness score of 3.50 and mean for scores of 3.25 for work processes means that the organization explores multiple facets of its production / delivery systems, and that support procedures are planned, controlled and enhanced.

Although the respondents highly implement operational effectiveness, the work processes may have implemented this criterion due to some factors including motivating their employees to fulfil their vision, mission, and goals. The organization will be able to determine whether the people have abilities and strengths in line with the priorities of the company. One approach to achieve so is to encourage the workers to share what they might potentially do to enhance the organization. Bringing out the best in each of the employees will improve the VMGO of the organization and thereafter improve the QA in HEIs. There are fewer literatures relevant to HEI activities, but the framework suggests that this criterion is critical in examining other facets of how main production / supply and service processes are designed, managed and improved.

Based on the results table 7, the mean distribution score indicates the degree to which better QA best practices are implemented in terms of outcomes, the highest mean score of 3.40 for leadership and governance efficiency, followed by 3.38 for financial and company outcomes, 3.25 for product and process outcomes, 3.31 for customer-focused outcomes and 3.15 for workforce-focused outcomes This means that the organizations, including customer satisfaction, financial and market effectiveness, intellectual resources, retailer and customers, corporate success and governance , and social accountability, have strongly integrated and

analyzed the productivity and sustainability of the businesses in their core business fields.

Table 7. The Mean Distribution on the Extent of Implementation of QA Best Practices in terms of Results

Best Practices Indicators	Mean	Extent of Implementation
Work Processes	3.25	Implemented
Operational Effectiveness	3.50	Highly Implemented
Operations	**3.38**	**Highly Implemented**

Both Quality Assurance managers and academic staff will work together to maximize product and process performance, customer-focused, and workforce-focused outcomes. Considerations on assessing the QA 's operation in these areas and its mechanism are expected.

As Mukherjee[30] notes, there is always a need to make everyone's feedback accessible online. This ensures open communication to all employees is expanded to instantly know what's really going on in an organization.

Table 8. The Frequency Distribution on the Level of Accreditation

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
2.00	4	50.0	50.0	50.0
3.00	1	12.5	12.5	62.5
4.00	1	12.5	12.5	75.0
5.00	2	25.0	25.0	100.0
Total	**8**	**100.0**	**100.0**	

Table 8 indicates the frequency distribution of a particular organization's accreditation level, level 2 displays the largest amount of frequencies (4) equal to 50 percent, followed by levels 3 and 4 of (1) 12.5 percent and level 5 among others 25 percent implies that the organization is recipient of an accreditation service and the other is under preliminary accreditation.

Table 9. The Correlation Results between QA Best Practices and Levels of Accreditation

		Best Practices Interpretation	Level_Accreditation
BestPractices_Interpretation	Pearson Correlation	1	.237
	ig. (2-tailed)		.572
	N	8	8
Level_Accreditation	Pearson Correlation	.237	1
	Sig. (2-tailed)	.572	
	N	8	8

Table 9 indicates that, in the light of the Malcolm Baldrige System (M=296.88, SD=49.41) and their level of accreditation (M=3.13, SD=1.36), eight respondents were surveyed on Best Practices in quality assurance in Selected Higher Education Institutions (HEI's) in the Philippines.

A Pearson r data review at a significance point of 0.05 is r = 0.237 showed that there is no significant correlation between the extent of QA practices and the level of accreditation granted to the degree programs.

3.1 Discussion

Remarkably, quality managers, curriculum managers, deans and presidents of colleges and universities have a vital role to play in improving the organization in compliance with the highest practices or criteria of the MBF. Collaborative efforts and teamwork are often needed to accomplish each goal, whether this task is merely a routine assignment or a requirement of accreditation. Institutional leadership has played a crucial role in expressing commitment to quality assurance in the majority of HEIs where senior management is involved in QA systems in one way or another. Leaders led by their workers in the creation of both a quality culture and QA processes are essential to implementation.

In spite of the interaction between the best practice in QA and the degree in accreditation, there has been no important relationship at all. This ensures that whatever degree the institution has of accreditation, if those best practices are to be used as its tools to strengthen its quality assurance, then the operation of the institution is effective. The MBF serves as an organizational structure and a blueprint for the development of the organization. A good organization can also be reflected in the continuity of the performance attained by the students in the board of directors.

In addition, the QA loop itself poses another challenge: the creation of a quality community [10]. In order to improve overall productivity and facilitate continuing results, all partners within the company need to have input into what success entails and adopt the management model. As this study has used the MBF as its tool and reference, it is most likely that the colleges and universities under study have strongly adopted the areas and best practices defined in the MBF while some of them are being adopted, there is still a need to improve them by continuous cooperation, preparation, and fostering the motivation of the workers to increase productivity.

4. Conclusion

Quality assurance is always linked to institutional effectiveness. In this study, the best practices in QA have been brought out and applied by most colleges and universities under study in terms of leadership; financial business; and produce and process results; customer-focused; and workforce-focused have been highly implemented in these respective institutions of higher learning. The best practices mentioned in this study are criteria or considerations in order to perform such task with excellence and efficiency. Some areas were implemented but this does not mean that QA has not been practiced. The level of accreditation and the degree programs have no significant relationships in the extent of implementation in the QA. In brief, the QA best practices have been fully implemented in these eight (8) colleges and universities in the private HEI's. The researchers recommend to continuously implement and improve the organization by following the MBF's best practices indicators, CHED's QA standards, accrediting agencies' minimum requirements and other international standards for organizational performance enhancement and sustainability.

5. Future Perspective:

For future study, the researchers will conduct another comprehensive review to confirm this current study on the nature of QA implementation for all quality administrators, deans, and heads of both public and private colleges and universities in the Philippines.

References:

[1] Commission on Higher Education (CHED). *Policy-Standard-to-Enhance-Quality-Assurance-QA-in-Philippine-Higher-Education-through-an-Outcomes-Based-and-Typology-Based-QA*, 2017. Retrieved from https://ched.gov.ph/wp-content/uploads/2017/10/CMO-No.-46-Series-of-2012 pdf.

[2] Chandra, T. Mapping knowledge management system within literatures of creative industry, *Journal of Management Information and Decision sciences,* Vol. 22, No. 3, 2019, pp. 213-222.

[3] Al Tobi, A.S. & Duque, S. Quality assurance in higher education: The Philippines and Oman

experience, *Perspectives of Innovations Economics and Business* Vol. 15, No. 1, 2015, pp. 41-48, DOI: 10.15208/pieb.2015.03, 2015.

[4] El-Khawas, E., Quality assurance as a policy instrument: what's ahead?, *Quality in Higher Education,* Vol. 19, No. 2, 2013, pp. 248-257.

[5] Elassy, N., The concepts of quality, quality assurance and quality enhancement, *Quality Assurance in Education,* Vol. 23, No. 3, 2015, pp. 250-261. doi:http://dx.doi.org/10.1108/QAE-11-2012-0046.

[6] Wandersman, A. Chien, V.H. & Katz, J., Toward an evidence-based system for innovation support for implementing innovations with quality: Tools, training, technical assistance, and quality Assurance/Quality improvement, *American Journal of Community Psychology,* Vol. 50, No. 3-4, 2012, pp. 445-59, doi:http://dx.doi.org/10.1007/s10464-012-9509-7.

[7] Kodhel. E., Albanian higher education quality assurance reforms and policy convergence within the european higher education area (2014-2019), *Romanian Journal of European Affairs,* Vol. 20, No.1, 2020, pp. 89-108.

[8] Elken, M. Gornitzka, A., Maassen, P. & Vukasovic. M. "*European integration and the transformation of higher education,"* Oslo: University of Oslo, 2011, 57.

[9] Platis, C. & Fragouli, E., TQM in higher education institutions: The case of HSJ, *International Journal of Higher Education Management,* Vol. 6, No. 1, 2019, doi:http://dx.doi.org/10.24052/IJHEM/V06N01/ART-3

[10] Ryan, T., Quality assurance in higher education: A review of literature, *Higher Learning Research Communications,* Vol. 5, No. 4, 2015.

[11] Policy-Standard-to-Enhance-Quality-Assurance-QA-in-Philippine-Higher-Education-through-an-Outcomes-Based-and-Typology-Based-QA.pdf, 2017. Retrieved from https://ched.gov.ph/wp-content/uploads/2017/10/CMO-No.-46-Series-of-2012

[12] PACUCOA. *Manual of Accreditation* 2012. Quezon City: PACUCOA.

[13] *Malcolm Baldrige National Quality Award*. NIST. Retrieved from https://www.nist.gov/baldrige/baldrige-award.

[14] American College of Healthcare Executives. The Baldrige Journey: In Pursuit of Excellence, *Frontiers of Health Services Management.* Retrieved From:

https://www.nist.gov/system/files/documents/baldrige/enter/ACHE-FrontiersThe-Baldrige-Journey.pdf.

[15] The Baldrige Criteria to Improve Your Organization's Performance and Quality. Central Illinois *Chapter of ACHE*. 2014, Retrieved from https://www.thehealthcareexecutive.net/wp-content/uploads/2016/02.

[16] The Malcolm Baldrige school of business at post university receives accreditation from the accreditation council for business schools and programs, 2013. *Targeted News Service* Retrieved from https://search.proquest.com/docview/134999931 5?accountid=165126.

[17] Kim, Y. & Oh, H. , Causality analysis on health care evaluation criteria for state-operated mental hospitals in Korea using Malcolm Baldrige national quality award model, *Community Mental Health Journal,* Vol. 48, No. 4, 2012, pp. 643-51. doi: http://dx.doi.org/10.1007/s10597-011-9455-0

[18] Ryan, S.D. Zhang, X, Prybutok, V.R. & Sharp, J.H., Leadership and knowledge management in an E-government environment, *Administrative Sciences,* Vol. 2, No. 1, 2012, pp. 63-81. doi: http://dx.doi.org/10.3390/admsci2010063.

[19] Montoya, R., An Evaluation of the Effects of the Baldrige Criteria on Hospital Performance. (Master of Science Thesis), 2019. California State University, Dominguez Hills, CA. Morrell, K., Loan-Clark.

[20] Unger, K.L. *An investigation into the effects of winning the Malcolm Baldrige national quality award on the performance of hospitals/healthcare systems, 2013.* (Order No. 3593456). Available from Publicly Available Content Database. (1440388126).

[21] Menezes, P.H.B., Martins, H.C. & Oliveira, R.R. "The excellence Baldrige criteria in the effectiveness of higher education institutions management." *Brazilian Business Review,* Vol. 15, No. 1, 2018, pp. .47-67. doi: http://dx.doi.org/10.15728/bbr.2018.15.1.4.

[22] *Baldrige assessment*. Retrieved from http://www.msqpc.com/business-solutions/baldrige-assessment.

[23] *Convenience sampling*, 2020. Retrieved From: https://research-methodology.net/sampling-in-primary-data-collection/convenience-sampling.

[24] Baldrige Foundation Institute for Performance Excellence. Strategy execution and sustainability: *Using the Baldrige Leadership Model to Overcome Evasive Organizational*

Challenges, 2019. Retrieved From: https://www.ache.org/-/media/ache/about-ache/baldrige-foundation-institute-for-performance-excellence-white-paper-201901.pdf.

[25] Dewing, J., 5 *Strategies to Improve your Approach to Quality Management*, 2017.

[26] González, G.R. & Rivera González, L.A. Design, measurement and analysis of a knowledge management model in the context of a Mexican university.:*Innovar,*Vol. 26, No. 1, 2012, pp. 21-34.

[27] Horizon Baldrige: *Measurement, Analysis, and Knowledge Management*, 2020.

[28] Barreto, A. Pozo, F. A flexibilidade organizacional como fator estratégico para a obtençâo de vantagem competitiva: um estudo nas pequenas indústrias metalúrgicas da regiäo de Osasco. *Revista Gestão & Regionalidade*, Vol. 27, No. 80, 2011, pp. 97-110.

[29] Hairuddin, M.A. & Musah, M.B. Investigation of Malaysian higher education quality culture and workforce performance. *Quality Assurance in Education,* Vol. 20, No. 3, 2012, pp. 289-309. doi:http://dx.doi.org/10.1108/09684881211240330.

[30] Mukherjee, D. *Quality Assurance Approach and Best Practices*, Retrieved From: https://dzone.com/articles/7-best-practices-to-achieve-better-results-in-qa

Contribution of individual authors to the creation of a scientific article (ghostwriting policy)

Dr. Miranda conceptualized the title, writing the drafts of the main topics and sub-topics, survey questionnaire, conducting the survey questionnaire, and finalization of the paper. She also contacted the respondents for the survey questionnaire to be conducted.

Dr. Chua assisted in the writing the drafts of the paper, analysis of the data, and finalization of the paper. She also helped in the formatting and revising the paper.

Follow: www.wseas.org/multimedia/contributor-role-instruction.pdf