

QUALITY MANAGEMENT PRACTICES AND INSTITUTIONAL OUTCOMES AND SUCCESS OF LOCALLY-FUNDED UNIVERSITIES

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Received 07.08.2024.

Revised 11.09.2024.

Accepted 23.10.2024.

Keywords:

Quality Management Practices, Institutional Outcomes, Institutional Success, ALCUCOA Accreditation, Locally-Funded Universities.

ABSTRACT

Quality management practices have become a fundamental aspect of the drive for excellence in educational institutions globally. This paper aimed at determining how quality management practices impacts institutional outcomes, and institutional success. This study utilized a descriptive-correlational research design particularly focused on five locally-funded universities in the Philippines with Levels 1-3 PAASCU and ALCUCOA accreditation of its curricular program offerings. A significant positive correlation between Quality Management Practices and Institutional Outcomes was observed, while there was no statistical evidence to support the association between Quality Management Practices and Institutional Success of locally-funded universities in the Philippines. Future research should focus on the factors to determine more effective ways to improve both institutional outcomes and success. Additionally, universities should prioritize quality improvement over performance evaluation to gain a better grasp of the methods for improving institutional success in Philippine universities.



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1. INTRODUCTION

The significance of quality management practices in determining the institutional performance of local universities in the Philippines is a major concern. Quality management practices have become a fundamental aspect of the drive for excellence in educational institutions globally. How these practices affect institutional outcomes within local universities in the Philippines is being explored by this paper aimed at determining how quality management affects university performance, including academic quality, student satisfaction, administrative efficiency, and institutional reputation. The practices encompass strategic planning, continuous improvement processes, faculty development, student feedback mechanisms, and

accreditation efforts. In other countries, quality management practices are known to have a significant impact on institutional outcomes. The universities using Total Quality Management (TQM) have achieved better academic performance and resource utilization (Texeira-Quiros et al., 2022). Harvey and Green (1993) contend that academic excellence is not solely dependent on quality management, as it fosters a culture of continuous improvement.

The importance of quality management practices in determining educational success and outcomes has been on the rise due to increasing interest. Local universities in the Philippines recognize the importance of following these practices to cope with globalization, technological progress, and the increasing demand for quality education. Systematic processes are employed in quality

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management at higher education to enhance the educational environment and outcomes. Quality in education is viewed as being measured by two broad categories: excellence, consistency, and value for money. Quality management practices include strategic planning, continuous improvement, and stakeholder engagement (Sallis, 2014). The purpose of these practices is to promote a learning and research environment that fosters academic engagement.

Literature posits quality management practices can improve the performance of institutions. Tam (2001) notes that universities with strong quality assurance mechanisms tend to achieve better academic performance and higher student satisfaction. In the same way, Bowden and Marton (1998) found that improving teaching and research efficiency is linked to better quality management practices. The Commission on Higher Education policies in Philippine context have been developed to enhance quality standards at local universities (CHED, 2012). With the policy that institution must meet international standards for competence and to produce graduates suitable for industry, it is common for local universities to have a strong track record of producing skilled graduates, having high employability rates and maintaining good academic standing. According to Navarro and Gallardo (2016), universities that implement comprehensive quality management frameworks exhibit improved graduation rates as well as better employment outcomes for their graduates.

Furthermore, literature indicate that these practices are more liable to establish effective connections with industry stakeholders, which enhances their reputation and influence. Although there is evidence of the effectiveness of quality management practices in enhancing productivity and efficiency, local universities face numerous obstacles in carrying out this process. Ordonez (2018) highlights the significant barriers of resource limitation, resistance to change, and a lack of well-trained personnel. Nonetheless, the issues bring forth fresh ideas and partnerships to create personalized quality management plans that cater to the specific requirements of Philippine universities.

2. LITERATURE REVIEW

2.1 Quality Management Practices and Institutional Outcomes of Local Universities in the Philippines

Quality Management including adoption of international accreditation standards and best practices for academic governance. The adoption of these developments has played a vital role in maintaining the education system's relevance and competitiveness worldwide. A significant number of Philippine universities have adopted accreditation and certification as part of their quality management practices. Institutions frequently seek accreditation from organizations like Association of Local Colleges and Universities Commission on Accreditation, Philippine Accrediting Association of

Schools, Colleges and Universities. Quality standards and continuous improvement are ensured through these accreditations. Universities have a range of initiatives that focus on developing the abilities and proficiencies of their faculty. Several programs, such as workshops and seminars, provide opportunities for further education that help faculty stay up-to-date with the most recent teaching methods (Sarmiento & Azanza, 2018).

In the Philippines, universities have developed mechanisms to collect student opinions that help improve their institutions. By utilizing these feedback systems, HEIs can identify areas for improvement in terms of curriculum delivery and infrastructure, as well as improving the student experience. Another important aspect of quality management is strategic planning. Universities formulate long-term plans to guide institutional growth and improvement, so that they can be adapted to changing educational needs while also accommodating technological advancements. To align their goals with national and international educational aspirations, institutions must adopt a proactive approach (Torres & Reyes, 2020). The implementation of quality management practices in Philippine universities is influenced by both local initiatives and global trends.

2.2 Quality Management Practices in Philippine Universities

Local and international developments have had a significant impact on the quality management practices of Philippine universities. With rising demands to meet international standards, the Philippine Commission on Higher Education (CHED) has become a key player in developing quality assurance mechanisms for higher education institutions. The Philippine Higher Education Reform Agenda highlights the significance of quality assurance in enhancing the competitiveness of local universities, as stated by CHED (2014). Universities have been encouraged to adopt comprehensive quality management practices in line with both national and international academic standards through the policies of CHED. Philippine universities are also affected by global trends on accreditations.

2.3 Impact of Quality Management Practices Institutional Outcomes

Studies have revealed that quality management practices play a crucial role in enhancing academic excellence. A study discovered that universities with efficient quality management systems were more successful academically, with better student performance resulting in better faculty members (Díez, et al., 2020). Student satisfaction is positively impacted by the implementation of quality management practices. In a survey conducted by Mendoza and Calmorin (2019), students in universities that have good quality control measures reported greater levels of satisfaction with their educational experience. Improved teaching techniques, upgraded facilities and more responsive administrative support are the reasons behind this.

Administrative efficiency is enhanced through quality management practices, which streamline processes and minimize wastage. According to Santos and Reyes (2020), universities that implemented effective quality management systems faced reduced administrative bottlenecks, resulting in better resource utilization. Quality is a crucial factor in the reputation of an institution. The universities that prioritize quality management are more likely to rank higher and attract better faculty and students.

3. METHODOLOGY

3.1 Sample Size, and Sampling Technique

This study utilized a descriptive-correlational research design Mohanty et al. (2024) using a survey method with responses taken from five locally-funded universities in the Philippines with Levels 1-3 PAASCU and ALCUCOA accreditation of its curricular program offerings. Using the Cochran sampling formula, a sample size of 385 was determined (Dasig et al., 2022). The respondents of this study were randomly selected towards sample representativeness. The respondents were asked to answer the 4-part researcher-developed questionnaire.

In this study, the following constructs were used in the analyses with variables Quality Management Practices (QMP), Institutional outcomes (IO), and Institutional Success (IS):

- QMP1= Accreditation and Certifications
- QMP2= Faculty Development Program
- QMP3= Student Feedback System
- QMP4= Strategic Planning
- IO1= Quality Assurance
- IO2= Continuous Improvement
- IO3= Stakeholder Involvement
- IS1= Academic Quality
- IS2= Student Satisfaction
- IS3= Administrative Efficiency
- IS4= Institutional Reputation

3.2 The Test of Cronbach's Alpha and Correlation Matrix

The Cronbach's Alpha resulted in 0.98 as shown in table 1. The value of 0.98 suggests that the items in the instrument are highly consistent and reliable, and categorized "Excellent" indicating that the items measure the underlying construct very consistently (Table 1).

Table 1. The Reliability Statistics

Cronbach's Alpha	Number of Items
0.98	55

4. DISCUSSION AND ANALYSIS

4.1 Impact of Quality Management Practices on Institutional Outcomes

Quality Management Practices were statistically significant with $r(383) = 0.87, p = <.001$ in terms of significance as shown in table 2. The likelihood of organizations enhancing their quality management practices is indicated by significant improvements in performance metrics. The strong correlation, as evidenced by numerous studies, demonstrates the value of investing in quality management systems to achieve organizational success.

Table 2. Correlation- Quality Management Practices on Institutional Outcomes

	<i>r</i>	<i>p</i>
Quality Management Practices on Institutional Outcomes	0.87	<.001

According to the Pearson correlation, there was a positive and significant connection between Quality Management Practices and Institutional Outcomes. The connection demonstrates the critical importance of QMP in attaining academic excellence, improving graduation rates, enhancing graduate employability, and elevating the reputation of an institution. Sallis (2014) found that universities with higher levels of QMP scored more favourably on different institutional outcome measures. There have been similar discoveries made in the Philippines. Studies conducted on administrative, teaching, and quality assurance staff from Philippine universities indicate a significant positive correlation between QMP and IO (Castillo, 2024).

Table 3. Model Summary

R	R ²	Adjusted R ²	Standard error of the estimate
0.88	0.78	0.78	0.4

According to the regression model presented in table 3, 77.68% of the variance from Quality Management Practices was explained by the variables Quality Assurance, Continuous Improvement, and Stakeholder Involvement.

Table 4. ANOVA

Model	df	F	p
Regression	3	441.91	<.001

An ANOVA was conducted to determine if this value was significantly different from zero. In the current sample, it was observed that the effect was markedly distinct from zero, $F=441.91, p =.001$, and $R^2 = 0.78$ (Table 4).

The following regression model is obtained:

$$\text{Quality Management Practices} = 0.19 + 0.54 \cdot \text{Quality Assurance} + 0.45 \cdot \text{Continuous Improvement} - 0.03 \cdot \text{Stakeholder Involvement}$$

According to a regression model study, these variables contribute to an estimated total 77.68% of the variance in QMP measured by administrative, teaching and quality assurance staff at Philippine universities. The study highlights the interrelated impact of these practices on educational excellence. This conforms to the study in the Philippine universities that revealed institutions utilizing both the four core components, QA, combined with CI and SI, achieved higher levels of academic excellence, operational efficiency, and stakeholder satisfaction (Ramos & Delos Santos, 2022). The study showed that these synchronized procedures establish a robust groundwork for perpetual improvement and sustainability in the educational arena.

4.2 Impact of Quality Management Practices on Institutional Success

There was no statistical evidence to support the association between *Quality Management Practices* and *Institutional Success*, with $r(383) = 0.08$ and $p = .136$ as shown in table 5. The Pearson correlation revealed a positive and negligible relationship between Quality Management Practices and Institutional Success.

Table 5. Correlation- Quality Management Practices on Institutional Success

	<i>r</i>	<i>p</i>
<i>Quality Management Practices</i> and <i>Institutional Success</i>	0.08	0.1

The results indicate that QMP may be a contributing factor, but other factors may also have an impact. This indicates that while QMP can be utilized to achieve institutional success, other factors like leadership, resource management, and faculty development are equally important. The relationship between QMP and institutional success in Philippine universities was found to be positive but not significant in conformance with the study conducted by Cruz and Rodriguez in 2021.

4.3 Impact of Quality Management Practices on Institutional Success

The relationship between *Institutional Outcomes* and *Institutionality Success* was not statistically significant, with $r(383) = 0.05$ and $p = 0.279$ as shown in table 6. The Pearson correlation showed a positive and weak connection between Institutional Outcomes and Institutional Success.

Table 6. Correlation

	<i>r</i>	<i>p</i>
<i>Institutional Outcomes</i> and <i>Institutional Success</i>	0.05	0.3

The finding posits despite the strong correlation between institutional outcomes and success, it is not significant.

This finding argues to Garcia (2016) results on the opinions of administrative staff in Philippine universities and found that administrative practices have pronounced effects on institutional results and achievement. According to Reyes (2018), institutional outcomes are influenced by the contributions of teaching staff, and that faculty participation in decision-making processes has a significant impact on both institutional outcomes and success.

4.4 Difference in the Quality Management Practices, and Institutional Outcomes when the Respondents are grouped according to Position

The categorical variable Position was not significantly different from Quality Management Practices $F = 0.26$, $p = .774$ as determined by a one-way variance analysis as shown in table 7. Given the data, it is clear that the null hypothesis was not rejected.

Table 7. ANOVA

	Sum of Squares	df	Mean Square	F	p
Position	0.36	2	0.18	0.26	0.774
Residual	267.08	382	0.7		
Total	267.43	384			

A consistent perception of QMP is evident in the different departments and personnel across the sampled universities in Philippines. The acceptance of the null hypothesis implies that position does not have a significant impact on QMP perception in this study. Multiple studies have examined QMP in universities. Several key quality indicators of higher education, such as tangibles, competence, attitude, content, delivery and reliability are also relevant (Owlia & Aspinwall, 1996). Their research highlights the complexity of QMP and the need for thorough evaluations. Different university staff members have been analyzed in studies on the perception of QMP. In a study by Sallis (2002), it was observed that administrative staff tend to emphasize strategic planning and resource management, while faculty members prioritize teaching quality and research output. Nevertheless, those responsible for quality assurance prioritize regulatory compliance and accreditation requirements. These divergent priorities may impact how each group views QMP.

4.5 Difference in the Quality Management Practices, and Institutional Outcomes when the Respondents are grouped according to Education

According to a one-way analysis of variance, the categorical variable *Education Level* was not significantly different from *Quality Management Practices* $F = 0.18$, with no significant difference between the two variables as shown in table 8. Given the available data, the null hypothesis was not rejected.

Table 8. ANOVA

	Sum of Squares	df	Mean Square	F	p
Education Level	0.37	3	0.12	0.18	0.912
Residual	267.06	381	0.7		
Total	267.43	384			

This implies that education level has little to do with quality management practices of personnel in these positions. ANOVA results showed no significant difference in quality management practices, suggesting that education level may not be the most important factor. The organizational culture, leadership styles, and the potential for staff training and professional development could be among the factors to consider. It also shows that although education level is a big factor in quality management practices, it may not be the only factor. This finding supports literature that have demonstrated the intricate nature of quality management factors in educational institutions (Sahney et al., 2004).

5. CONCLUSION

The institutional success of local universities in the Philippines is heavily influenced by quality management practices. They boost academic excellence, student engagement and satisfaction, improve administrative efficiency or reputation and enhance the standing of an institution. The use of Quality Assurance, Continuous Improvement, and Stakeholder Involvement is essential for improving Quality Management Practices. This provides a holistic approach to excellence and sustainability in higher education. Despite the positive correlation between Quality Management Practices and Institutional Success in universities in the Philippines, the relationship is not significant. A thorough analysis of the viewpoints of administrative, teaching, and quality assurance personnel can illuminate the dynamics of this correlation. Despite the obstacles, quality management remains a crucial aspect of higher education in the country. Future research should scrutinize these factors to determine more effective ways to improve both institutional outcomes and success. Additionally, universities should prioritize quality improvement over performance evaluation. A more extensive study is required to investigate these elements and gain a better grasp of the methods for improving institutional success in Philippine universities.

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