

Status And Prospect For Sustainable Development Toward Quality And Excellence Of Batangas State University (Batstateu)

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Abstract: The study aimed to determine the status of organizational quality and excellence of Batangas State University and to address prospects and opportunities for sustainable development, thus, making BatStateU a university of choice. This is derived from the perceived level of organizational quality and excellence by the 550 research participants composed of university administrators, faculty members, and students from the eight campuses under BatStateU Proper using the quality management dimensions such as governance and management, management of resources, community relations, student support services, quality of teaching and research, customer-focus, process management, and workforce focus. The study used the descriptive method of research and utilized a crossbred of eight components gathered from various quality assurance models. The statistical treatments used to analyze the data include weighted mean, analysis of variance, multiple linear regression and correlation analysis, and factor analysis. The assessment made revealed that BatStateU is evidently moving toward the highest level of organizational quality and excellence for sustainable development in the context of total quality management. The new constructs for organizational quality and excellence such as investment on people, leadership and administration, societal relations, and student career development were determined through factor analysis. These new constructs will help the University to develop culture of excellence and make BatStateU as an institution of higher education dedicated to the pursuit and dissemination of knowledge, study and clarification of values, formation of a vibrant and productive academic community, and the advancement of the society it serves.

Keywords: Excellence, Quality, Sustainable Development

1. Introduction

Quality is a way of life. It has been the focal point of the industry today. The marketplace these days is becoming stricter in specifying the standards for quality as well as wiser in defining and evaluating the quality specification of the products and services they avail from the provider. Survival, therefore, is the name of the game [1]. Quality has become a vital component of every modern organization and will remain an important part of a continual quest for improving performance across the globe. Joseph Juran, one of the most respected leaders of quality in the twentieth century, suggested that the past century will be defined by historians as the century of productivity, and the current century has to be the century of quality [2]. The cliché, made in the USA, is again becoming the symbol of world class quality. This trend is brought about by the acceptance of total quality methods and practices taught to the Japanese by American management gurus like W. Edward Deming, Joseph M. Juran, Philip B. Crosby, and Armand Feigenbaum and by a number of experts like Shiego Shingo [3], [4]. Business and industries are determined to match the “close-to-zero” defect standard set by Japan. Hence evolved the philosophy total quality management (TQM). A wider scope and application of TQM is evidently encompassing manufacturing industries, financial institutions and even academic institutions. In higher education arena, TQM has gained footholds to rebuild the system and improve it continually. It has shaken the very foundation of educational system by restructuring the way colleges and universities are managed. This has adapted an approach called Continuous Process Improvement, Total Quality Leadership, or Continuous Quality Improvement [5]. Historically and traditionally, quality assurance (QA) organizations have had two functions: the enhancement of the quality of institutions, and programs the accountability of the results of teaching

and learning [6]. The interrelatedness of quality assurance and excellence must be taken into account by higher education institutions. A higher education institution demands investing to excellence with a vision to create a stimulating, challenging, and rewarding university experience in a world-class learning community, through sharing a unique fusion of education, research and professional practice that inspires students and staff to enrich the world. As a prime mover of the nation’s socio-economic growth and sustainable development, colleges and universities should be able to achieve quality and excellence through instruction, research, and extension services. The mismatch between college graduates and employment is always blamed on the inability of higher education institutions to narrow the gap between education and employment opportunities. These inequities are being attributed to colleges and universities in their failure to meet the standard of quality and excellence in higher education which the national leadership fails to define in concrete terms the meaning of quality and excellence. The problem that confronts most higher education institutions centers on quality which requires evaluation on organizational performance excellence. A case in point is the status of Batangas State University (BatStateU) with eight campuses under BatStateU Proper. The university has a leadership to pursue the assessment process even if it is encumbered with concerns on the quality of its three-fold major functions which includes instruction, research, and extension service. To be able to address these concerns and issues, an in-depth analysis of the empirical data about the level and status of the university’s organizational excellence is essential. This trilogy of functions is addressed to the state and private higher education institutions. Therefore, it appears that a number of colleges and universities stand on a prism with quality at the apex of the triangulation. Hence, the issue on organizational excellence and institutional effectiveness

come to the fore. The change brought about by the globalization and emerging trends in technology challenge every institution of higher learning to keep pace with them. Thus engaging in quality will consequently lead institutions to maintain their roles in the society. Currently, Batangas State University takes pride of its growing significant accomplishments with 101 academic programs accredited by the Accrediting Agency for Chartered Universities and Colleges (AACUP), and six engineering programs accredited by the Philippine Technological Council (PTC) which were also accepted for the evaluation of the Accreditation Board for Engineering and Technology (ABET), a Washington Accord Member. Further, the Commission on Higher Education (CHED) has awarded the Center for Excellence status in the Electronics Engineering program, and Center for Development status in the Development Communications, Electrical Engineering, Mechanical Engineering, and Teacher Education programs. It is believed that this study may be used to identify opportunities and avenues for continuous quality improvement for sustainable development of Batangas State University. BatStateU strives to deliver quality instruction and services to its stakeholders and become responsive to the needs of the industries and other sectors within and beyond its service area. Being recognized as one of the top performing universities not only in the region but as well as in the entire country, the university yearns to maintain and sustain the quality and excellence through sustainable development. The university's excellence is not only equated with the reputation and standing of institutions, but much depends on the perception of student experience and the vision and mission of the institution. The researcher believes that vital components and factors must be identified and accounted for to address the opportunities for continuous improvement and sustainable development towards quality and excellence. As a member of the Administrative Council and Academic Council, the researcher desires to assess and evaluate the organizational quality and excellence of BatStateU in the light of certain management variables derived from the Total Quality Management (TQM), Malcom Baldrige National Quality Award Model (MBNQA), the Institutional Quality Assurance Monitoring and Evaluation (IQUAME), the International Organization for Standardization (ISO), and the Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP) accreditation instrument as framework for improving higher education.

2. Objectives of the Study

A university exists to implement the mandates of quality and excellent education. The quality and excellence transcend into the major functions of a higher education institution encompassing instruction, research and education. The thrust of university in honing the students on becoming productive citizens of the country is the prime ground of its existence. However, the quest in establishing a competitive advantage manifests its significance to survival and progress. This challenges every university to become more responsive in converging with the stakeholders and become the university of choice. The purpose of this paper is to evaluate the level of organizational quality and excellence and address the prospects and opportunities pertaining to quality and excellence of Batangas State University's sustainable development, thus, making the University a university of

choice. This is derived from the perceived level of organizational quality and excellence by the university administration, faculty members, and students using the quality management dimensions such as governance and management, management of resources, community relations, student support services, customer focus, quality of teaching and research, process management, and workforce focus. The paper also aimed to develop a model or framework for sustainable development toward quality and excellence.

3. Methodology

The study used the descriptive method in qualitative terms as it is a case study. The term descriptive study is used to classify a number of different types of activities. Assessment as a research activity describes the status of a phenomenon at a particular time without value judgment, explanation of reasons or underlying causes, or recommendations for action. On the other hand, evaluation adds to the description of status of the element of value judgment in terms of effectiveness, desirability, or social utility. It may suggest a course of action. Thus, no generalizations are extended beyond the situation evaluated. The study utilized the descriptive method of research with the use of three sets of survey questionnaire of similar content. The questionnaires were distributed to three groups of research participants such as the Batangas State University Administrative officials, faculty members who are members of the academic council, and the students. The intent and purpose of distributing the questionnaires were focused on the researcher's desire to gather empirical data used in identifying the constructs which were employed in pursuing quality and excellence in the context of total quality management. As a research design, the descriptive study dealt with the relationship between and among variables, testing of hypothesis, and development of generalization, principles, or theories that have universal validity. Thus, in this study, the researcher utilized a crossbred of eight variables or components gathered from the five different assessment instruments such as the ISO, the AACUP instrument, the IQUAME, TQM and the MBQA model. These five assessment instruments, when analyzed and compared, yielded a crossbred of the constructs such as governance and management, management of resources, community relations, student support services, quality of teaching and research, customer-focus, process management, and workforce focus as assessed by the three groups of research participants. A total of 550 research participants were purposively selected. In this study, the 80 administrative officials composed of the junior and senior officials are chosen based on their appointment and official designation from the University President. The 90 faculty members with the Academic rank of Assistant Professor I and higher were chosen to be part of the research participants. The student research participants have a total of 380 who must be acquainted with the objectives of accreditation, thus preferring those who are officers of student organizations. The researcher assures confidentiality of all the information provided pursuant to the Data Privacy Act of 2012. The significant relationship between each of the respondent's profile variables and the respondent's assessment on every dimension of organizational quality and excellence was determined. Further, the significant differences in the responses of the three groups of research participants in the eight areas of quality and excellence were

determined and analyzed. The status of the University was described in terms of the eight constructs of organizational quality and excellence, and the prospects and opportunities for sustainable development toward quality and excellence were identified. Ultimately, a quality and excellence model was developed and recommended. This research study used an instrument whose content is akin to all the three sets. The study adapted an instrument measuring the institutional effectiveness [7]. To be able to determine the status and prospects for sustainable development towards quality and excellence, the researcher incorporated the items in the questionnaire based on the extracted indicators from Malcolm Baldrige Quality Award criteria, ISO, IQUAME, TQM and AACCCUP. The first set of the survey instrument intended to solicit for the basic information of the research participants to establish their personal characteristics to be used for profiling. This included the demographic profile data of the administrative officials, and faculty members with respect to age, sex, educational attainment, and length of service. However, the analysis on the profile of the students is trimmed down to sex, age, and year level. The second set of the research instrument was used to determine the level or status of Batangas State University based on the dimensions of quality management such as governance and management, management of resources, community relations, student support services, quality of teaching and research, customer-focus, process management, and workforce focus. The research instrument has also taken into consideration of the University's guiding philosophy translated into the vision, mission, goals and core values. The second set presented the eight dimensions of quality management with a total of 90 items. The research participants were asked to rate the organization based on the areas of quality management. Responses of the participants described the level of organizational quality and excellence of Batangas State University in terms of certain management aspects. The computed weighted mean was interpreted using the following scale, and was also used to identify the indication on the viability of meeting the standards on quality and excellence.

Option	Range	Verbal Interpretation
5	4.40 and above	Highly Evident Meeting the standards of total quality
4	3.60 – 4.39	Evident Progressing toward the standard requirement of quality
3	2.80 – 3.59	Moderately Evident Showing potentiality to meet the required standard of quality
2	1.50 – 2.79	Less Evident Hardly showing viability to meet the required standard of quality
1	1.00 – 1.49	Not Evident Not at all viable for development according to required standard of quality

4. Results and Discussion

Profile of Research Participants

Table 1: Distribution of Administrative Officials According to Sex

Sex	F	%
Male	38	48
Female	42	52
Total	80	100

The table shows that there are more female than male administrative officials. Of the 80 subjects, 42 or 52 percent are female while the rest of the 48 percent are male. This means that distribution manifests the dominance of female administrative officials which is most often the case in an academic institution. It is presented in the succeeding Table No. 2 that few administrative officials are in age range from 60 – 64, which constitutes a total of four or five percent of the group.

Table 2: Distribution of Administrative Officials According to Age

Age	F	%
25 - 29	5	6
30 - 34	8	10
35 - 39	24	30
40 - 44	12	15
45 - 49	3	4
50 - 54	9	11
55 - 59	15	19
60 – 64	4	5
Total	80	100

On the other hand, 30 percent of the group belongs to young age ranging between 35 to 39 years old. They are considered to be in their prime, as such, much can be expected of them as they are basically young leaders who are full of potentials and can be expected to contribute considerably in realizing the vision and mission of the institution. The rest are distributed showing uneven distribution.

Table 3: Distribution of Administrative Officials According to Educational Attainment

Educational Attainment	F	%
College graduate	11	14
Master's degree holder	49	61
Doctorate degree holder	20	25
Total	80	100

It is revealed in Table 3 that most of the administrative officials have obtained masters' degree represented by 61 percent of the respondents. It is also evident that 14 percent of the administrative officials have yet to acquire graduate degrees. They must be those who are occupying non-academic positions. However, it is a good indication that 25 percent of the group has obtained doctorate degrees like the academic deans and directors.

Table 4: Distribution of Administrative Officials According to Length of Service

Length of Service	f	%
More than 40 years	1	1
35 – 39	4	5
30 – 34	10	13
25 – 29	8	10
20 – 24	6	7
15 – 19	23	29
10 – 14	11	14
5 – 9	13	16
Less than 5 years	4	5
Total	80	100

The table revealed that most of the administrative officials have spent more than five years of service. This inference was deduced from the frequency distribution that shows only five percent of the 80 subjects who have spent less than five years of service at the institution. On the other hand, a large group of 74 officials have served the university for more than five years. There is even one administrative official who has been in the service at the university for more than 40 years.

Table 5: Distribution of Administrative Officials According to Position

Position	f	%
Vice President	3	4
Dean	9	11
Director	19	24
Department head	10	13
Associate dean	13	16
Assistant director	26	32
Total	80	100

It can be gleaned in the table that the Vice Presidents represent four percent, deans were 11 percent, the associate deans were 16 percent, and the department heads were 13 percent. The other group including the director with eleven percent, and Assistant Directors 32 percent who are under the Research Development and Extension, Administration and External Affairs, and Finance and Resource Generation.

Table 6: Distribution of Faculty Members according to Sex

Sex	f	%
Male	35	39
Female	55	61
Total	90	100

Table 6 shows that there are more female faculty members than male faculty members. Sixty-one percent of the group are women while only 39 percent are men. This shows that teaching profession is female dominated as it is with the case of the administrative officials of the institution. This seems to hold true in many academic or educational institutions throughout the country.

Table 7: Distribution of Faculty Members according to Age

Age	f	%
30 - 34	4	4
35 - 39	26	29
40 - 44	13	14
45 - 49	9	10
50 - 54	18	20
55 - 59	14	16
60 – 64	6	7
Total	90	100

It is revealed in Table 7 that of the 90 research participants, more than 50 percent of them belong to young age group or those who are less than 50 years of age. This was inferred from the total number of 52 faculty members whose age ranged from 30 to 49 years. It is also revealed that there are about 38 or 43 percent who belong to age ranges from 50 to 64. This also means that most number of faculty members were also in the prime of their teaching career.

Table 8: Distribution of Faculty Members According to Educational Attainment

Educational Attainment	f	%
College graduate	7	8
Master's degree holder	58	64
Doctorate degree holder	25	28
Total	90	100

It is reflected in Table 8 that 64 percent of the group has obtained their master's degree. In addition, 28 percent of the faculty members are holders of doctorate degrees. It is also presented that there are about eight percent of the research participants who are college graduate. This is evident despite the tremendous effort of the management to encourage or require faculty members to pursue graduate studies. This shows that the university has not complied with the requirement of the Commission on Higher Education (CHED) that only those with at least a master's degree are qualified to teach in college.

Table 9: Distribution of Faculty Members According to Length of Service

Length of Service	f	%
35 – 39	8	8
30 – 34	6	7
25 – 29	7	8
20 – 24	14	16
15 – 19	28	31
10 – 14	22	24
5 – 9	5	6
Total	90	100

It appears in Table 9 that many of the faculty respondents have rendered more than 10 years of service in the teaching profession. A case in point is the group of 28 faculty members who claimed that they have been in the profession for 15 to 19 years, while the rest of them have rendered from 10 to 14 years about 24 percent of the respondents. It is also shown that there are also groups of six, and eight faculty members who have been in the teaching profession for 30 to 34, and 35 to 39 years respectively. It is apparent that those college professors who are mostly non-teacher education graduates must have fallen in love with the teaching profession. The foregoing discussion on the demographic profile of the administrative officials, and faculty members of Batangas State University finds support in separate studies of Lualhati [8], Clemente [9], La'O [10], and Gonzales [11]. All these involved administrative officials and faculty members of the higher education institution discussed in their respective studies as bases for the assessment and proposed models of institutional management. All of them strongly support the importance of profile analysis of research participants in assessing the status and prospect of an institutional program taking into consideration of the

evaluation of administrative officials and faculty members by perception.

Table 10: Distribution of Students according to Sex

Sex	f	%
Male	163	43
Female	217	57
Total	380	100

It is shown in Table 10 that from the 380 student respondents of the study, 57 percent are female and 43 percent are male students. It appears a slight dominance of female research participants over their male counterparts.

Table 11: Distribution of Students according to Age

Age	f	%
30 – 34	3	1
25 – 29	6	2
20 – 24	152	40
15 – 19	219	57
Total	380	100

Table 11 shows that most of the student research participants belong to the age bracket 15 to 19 constituting 57 percent of the group while 40 percent are within the age range 20 to 24. There are few student respondents who belong to the age range 25 to 29 with two percent, and those who belong to the age range 30 to 34 representing one percent of the group. This expresses that the group is composed of young people

Table 13. Summary Table of the Mean Assessments by Three Groups of Respondents on the Organizational Quality and Excellence

Dimension	Mean	Verbal Interpretation	Rank
Governance and Management	4.35	Evident Progressing toward the standard requirement of quality	1
Management of Resources	4.10	Evident Progressing toward the standard requirement of quality	2.5
Community Relations	4.08	Evident Progressing toward the standard requirement of quality	4
Student Support Services	4.10	Evident Progressing toward the standard requirement of quality	2.5
Customer Focus	3.77	Evident Progressing toward the standard requirement of quality	8
Quality of Teaching and Research	4.07	Evident Progressing toward the standard requirement of quality	5
Process Management	3.86	Evident Progressing toward the standard requirement of quality	7
Workforce Focus	3.96	Evident Progressing toward the standard requirement of quality	6
Overall Mean	4.04		

In other words, strength of leadership is what matters most in the management of an educational institution. Sirvanci [12] elaborated that the establishment of a world-class university requires, above all, a strong leadership, a bold vision of the institution's mission and goals, and a clearly articulated strategic plan to translate the vision into concrete programs and targets. The foregoing analysis finds support in the study of Torres [13] who found out that University of Santo Tomas (UST) adheres to the Total Quality Management principles and generally accepted practices in the over-all management system of the educational delivery services. Conclusively, it is leadership that made possible the articulation of the vision, training and education, recognition and rewards, ownership, continuous improvement, focus on customer yearning for

who have high regard about Batangas State University as their university of choice.

Table 12: Distribution of Students according to Year Level

Year Level	f	%
First year	60	16
Second year	81	21
Third year	136	36
Fourth year	83	22
Fifth year	20	5
Total	380	100

It can be gleaned in Table 12 that there are 136 student participants who belong to the third year level constituting 36 percent of the group. This is followed by the fourth year and the second year students representing 22 and 21 percent of the group respectively. The other 16 percent are first year students while the five percent of the group are fifth year students. The table reveals that there are representative students coming from each curricular year levels.

Assessment of Organizational Quality and Excellence

As presented in Table 13, it is worth noting that of the eight quality management constructs, governance and management came out as first in the rank or as most important with a composite mean of 4.35. First in the order of ranks, this particular dimension tends to point out that leadership, which is akin to governance, is of high importance to make the operations viable.

success, and involvement in that order. It also appears that leadership makes governance and management as a dimension of quality assurance functional and viable. In similar manner, del Rosario [14] in her study found that over and above all other organizational variables, organization and management ranked first in the order distribution. She claimed that an effective organization manifests effective exercise of leadership. She further explained that the effectiveness of all other organizational variables depends highly on the leadership of the man at the helm of power and authority. It is also worth noting that Yorke [15] likewise stressed that high-level management and leadership abilities will be crucial to assure quality service if quality is embedded successfully in a university. Determining and

then implementing appropriate strategy, putting in place the complimentary organizational set-up or structure and developing a conducive and supportive organizational culture are all major challenges for senior staff of a university especially so if management presses quality and excellence which are progressing toward the standard requirement of quality. The next highest composite mean of 4.10 which ranked 2.5 is the management of resources. As a quality assurance construct, this includes at least three vital areas of concern such as human resources, marketing, and finance. Prudent management of these major organizational concerns tends to assure success as they are all interrelated with one another. The interrelationship of these three components usually leads to organizational success due to the desire for quality assurance. Knotted on the rank 2.5 with the management of resources is the student support services dimension having a composite mean of 4.10. As such, this particular dimension of organizational quality and excellence encompasses a wide range of concerns that are academic and non-academic in nature but all of which address student development. This brings to mind the survey result of Jose [16] that there should be regular measurement of the services and resources based on customers' need to achieve continuous improvement. In terms of systematic support, each area has a vivid and well communicated statement of their position and goals on student services but should establish programs and procedures designed to encourage, deliver, and assess quality services to the students as stakeholders. In the same light, del Rosario [17] found that student services are basically similar with student support services as construct of the present study drawn from five accreditation evaluation tools. In her study, del Rosario found that the student support system was available to a certain extent as it included library and laboratories. Nevertheless, both studies identified that student support services are indeed a very important service area of university management. Another quality assurance dimension is community relations which ranked fourth in the order distribution of composite means with a value of 4.08. This particular construct gives bent to the aspiration of the university to reach out to its target clientele through community extension services. In this respect, the program completes the trilogy of functions of higher education alongside with instruction and research. More importantly, community relations serve as a marketing strategy as it makes the university's presence felt in the service area. On the other hand, the main concern of higher education institution is quality teaching and research which garnered a composite mean value of 4.07. Fifth in the rank order of

composite means, quality of teaching and research manifests an order for excellence in the context of total quality management. It is therefore evident that the pursuit of excellence in BatStateU as an educational institution is, in itself, a pursuit of quality of teaching and research. Sixth in the rank is the workforce focus with an obtained composite mean of 3.96. It was evident that this dimension of quality assurance examines how the organization engages, manages and develops the human capital which constitutes the workforce of the institution. It aims to utilize the full potential of faculty members and employees and align them with the organization's overall mission, strategy, and action plans. It examines the ability to assess capability and capacity of the human capital and build a workforce environment that is conducive to high performance. Workforce focus was also underscored in the study of Smith [18] which tends to conform to the requirements of ISO certification in their respective institution. They have, however, one common denominator which is productivity of human capital. In the same token, process management as a quality assurance dimension obtained a composite mean of 3.86, seventh in the rank order distribution. Process management according to Smith [18], is the ensemble of activities of planning, monitoring the performance of a process. It includes learning-focused education design, education delivery, institutional services and operations. Thus, process management encompasses a variety of activities that are interrelated with one another, and therefore projects a holistic view of management activities. The last dimension in the order of obtained composite mean is customer focus. The composite mean value of 3.77, however, implies that the indications of this quality management construct are evident in the university. This conveys that concern for students who are considered the most valued and most important customers of the institution is also given a resolute attention. The overall mean of 4.04 supports the observation and assessment that the dimensions of organizational quality and excellence are evident in Batangas State University. This explains the University's passion in building a strong human capital base and contributing to an efficient national innovation system by providing quality tertiary education to help the nation develop a skilled, productive and flexible labor force and by creating, applying and spreading new ideas and technologies. It was therefore evident that the University is moving toward the highest level of organizational quality and excellence for BatStateU's sustainable development in the context of total quality management.

Significant Differences in Quality and Excellence Ratings According to Groups of Respondents

Table 14. Comparison on the ratings of the different groups of Research respondent on the dimensions of Quality and Excellence

Dimensions	p-values	f-values	Decision on Ho	Verbal Interpretation
Governance and Management	.88	.02	Failed to Reject	Not Significant
Management of Resources	.83	.046	Failed to Reject	Not Significant
Community Relations	.70	.148	Failed to Reject	Not Significant
Student Support Services	.996	.000	Failed to Reject	Not Significant
Customer Focus	.75	.103	Failed to Reject	Not Significant
Quality of Teaching	.25	1.32	Failed to Reject	Not Significant
Process Management	.38	.78	Failed to Reject	Not Significant
Workforce Focus	.65	.21	Failed to Reject	Not Significant

It is evident in the foregoing results that the three groups of research participants which include administrative officials, faculty members, and students, all agreed on the importance of all the eight dimensions of organizational quality and excellence such as governance and management, management of resources, community relations, student support services, customer focus, quality of teaching and research, process management, and workforce focus. The obtained probability values in the analysis of variance (ANOVA) or f-test, are not less than or equal to the assigned level of significance which is 0.05 ($p \leq 0.05$), thus, failing to reject the null hypothesis which states that there are no significant differences on the assessment of the different

groups of respondents on the dimensions of quality and excellence. This explains further that the group of research participants shared the same view on the importance of all the dimensions of quality and excellence for BatStateU to achieve total quality management and sustainable development, therefore, making BatStateU a university of choice. The significant relationships of the profile variables of the research participants and the dimensions of organizational quality and excellence were tested using the multiple linear regression and correlation analysis as presented in the succeeding Table No. 15.

Significant Relationships between each Profile Variable and each Dimension of Quality and Excellence

Table 15. Relationship between Administrative Officials' Profile Variables and Organizational Quality and Excellence Dimensions

Dimension	R p-value	p-value				
		Age	Sex	Educational Attainment	Length of Service	Position
Governance and Management	0.004	0.07	0.30	0.81	0.002	0.09
Management of Resources	0.03	0.51	0.92	0.26	0.04	0.12
Community Relations	0.23	0.26	0.11	0.84	0.26	0.10
Student Support Services	0.47	0.48	0.67	0.44	0.17	0.76
Customer Focus	0.16	0.94	0.40	0.68	0.31	0.19
Quality of Teaching and Research	0.02	0.28	0.67	0.50	0.02	0.16
Process Management	0.46	0.73	0.54	0.71	0.26	0.62
Workforce Focus	0.10	0.62	0.43	0.99	0.08	0.56

*r p-value – significance of the regression model

In terms of the administrative officials' length of service, it was found out that it is a statistically highly significant linear predictor of governance and management as revealed by a p-value of 0.002. In the same manner, the length of service was also a statistically significant linear predictor of management of resources, and quality of teaching and research with a p-value of $p=0.04$, and $p=0.02$ respectively. Therefore, there is significant relationship between the administrators' length of service and governance and management, management of resources, and quality of teaching and research. It is inferred that the length of service of administrative officials can be associated on knowledge

and experience one has to understand how the university works as an institution of higher learning. The age, sex, educational attainment, and position of administrative officials were found to have no significant relationship with any of the eight dimensions of organizational quality and excellence. These variables do not influence the administrative officials' perception on different indicators of quality and excellence. Table 16 presents the significant relationships of the faculty members' profile variables and the dimensions of organizational quality and excellence using the multiple linear regression and correlation analysis.

Table 16. Relationship between Faculty Members' Profile Variables and Organizational Quality and Excellence Dimensions

Dimension	R p-value	p-value			
		Age	Sex	Educational Attainment	Length of Service
Governance and Management	0.53	0.62	0.19	0.22	0.90
Management of Resources	0.53	0.62	0.19	0.22	0.90
Community Relations	0.13	0.90	0.55	0.03	0.36
Student Support Services	0.31	0.40	0.16	0.24	0.72
Customer Focus	0.39	0.46	0.39	0.14	0.54
Quality of Teaching and Research	0.12	0.71	0.20	0.02	0.81
Process Management	0.06	0.27	0.90	0.01	0.75
Workforce Focus	0.05	0.38	0.37	0.01	0.68

*r p-value – significance of the regression model

Results of the analysis revealed that the faculty members' profile variables such as age, sex, and length of service were found to have no significant relationship with any of the eight dimensions of organizational quality and excellence. The aforementioned variables are not significant linear

predictors of the constructs of quality and excellence. The demographic profiles of the faculty members hardly influenced their level of assessment on quality and excellence. Consequently, there was a highly significant relationship between the faculty members' educational

attainment and the assessment on workforce focus as indicated by the p-value of 0.01. However, there is no significant relationship found between the faculty members' educational attainment and the other seven dimensions of quality and excellence. Table 17 presents the significant

relationships of the students' profile variables and the eight dimensions of organizational quality and excellence. The multiple linear regression and correlation analysis were used to test if such relationship exists.

Table 17. Relationship between Students' Profile Variables and Organizational Quality and Excellence Dimensions

Dimension	R p-value	p-value		
		Age	Sex	Year Level
Governance and Management	0.003	0.94	0.38	0.004
Management of Resources	0.026	0.50	0.37	0.009
Community Relations	0.02	0.36	0.33	0.006
Student Support Services	0.002	0.09	0.29	0.005
Customer Focus	0.0002	1.00	0.76	0.0002
Quality of Teaching and Research	0.003	0.97	0.06	0.016
Process Management	0.0001	0.09	0.94	0.00001
Workforce Focus	0.002	0.10	0.32	0.0003

**r-p value – significance of the regression model*

The outcomes of the statistical treatment manifested that the students' year level is a statistically highly significant linear predictor of the assessments on all the dimensions of organizational quality and excellence. The probability values imply a highly significant relationship between the students' year level and each of the dimensions of quality and excellence. Considerably, it implies that the students' maturity is important in institutional assessment as they are much aware of the university services and operations. Results also revealed that neither of the students' age nor the sex is a statistically significant linear predictor of their assessments. Thus, there is no significant relationship between age, and sex and each of the eight dimensions of quality and excellence.

Prospects for Sustainable Development towards Quality and Excellence

The last and final objective of this study focuses on the prospects and opportunities of Batangas State University for sustainable development towards quality and excellence. In this case, factor analysis was used to be able to draw new dimensions of organizational quality and excellence for BatStateU. The 90 item questionnaire administered to three groups of research participants to assess the status and level of BatStateU's organizational quality and excellence were subjected to factor analysis to identify the prospects and opportunities for sustainable development.

Table 18. Factor 1 – Investment on People

Indicators	f1
1. The Center for Research and Development conducts needs assessment analysis as input to faculty and personnel program development	0.725
2. Academic hiring processes are linked with the evaluation process for tenured and non-tenured faculty to provide feedback that will improve the hiring process	0.718
3. Management does not deviate from the process to implement the monitoring system	0.708
4. The university adapts a monitoring scheme that the key officials use to monitor the consistency of the process	0.697
5. Faculty members and staff personnel are given training that enhances collecting and measuring customer feedback.	0.695
6. The faculty development process supports the efforts of the faculty members in the classroom by providing in-service training in response to their needs	0.693
7. Build-in feedback mechanisms of the university allow delivery of services that meet students' needs	0.692
8. Adherence to principles of academic freedom, within the context of institutional mission	0.692
9. Academic and administrative personnel are provided with incentives to ensure strong holding power on them until reaching their retirement age	0.688
10. Parents and guardians of students are informed of their students' performance in academic and non-academic matters	0.680
11. The HRM department has a designed manpower planning as a core organizational value	0.675
12. Promotion is given to academic and non-academic personnel as a reward of quality performance	0.668
13. There is carefully articulated, equitable, and implemented procedures and criteria for reviewing all individuals who have responsibility for the educational program of the institution	0.666
14. Management spearheads the development of policies that concern the benefit of faculty and employees	0.663
15. The HR department is equipped with evaluation tools for recruitment, selection and placement to ensure that only the best applicants are employed	0.652
16. The Board of Regents recognizes the importance of its human capital to attract prospective students to enroll at BatStateU	0.639
17. Parents and guardians are provided with feedback about their students' performance in school	0.638
18. Students are provided with financial assistance or grants to encourage them to do research studies	0.635
19. The university sees to it that it employs faculty members and personnel with high caliber qualifications	0.623
20. The Human Resource Management department has an HRD program that instills the importance of research as one of their responsibilities.	0.620
21. The university administration allots a sizeable amount for human resource development to maintain quality service in instruction, research, and community extension service	0.618
22. All academic and non-academic programs of the university allow management to monitor students' needs	0.613
23. Barangay officials and residents of the service areas are given due recognition of the help extended to BatStateU	0.611
24. The university administration has a human resource development program that aims to improve the quality of its human capital	0.606
25. Students are provided with assistance to facilitate learning and make their stay at BatStateU a memorable experience	0.602

Four factors were extracted using the principal component analysis as extraction method, coupled with the rotation method using varimax with Kaiser Normalization. The factor loading (fl) cutoff used in every factor is 0.600 for Factor 1; 0.500 for Factor 2, and 0.450 for Factor 3 and Factor 4. There seems to be no set answer in the literature as to how large should an item's factor be to retain that item in the pool after the item screening procedure. The cutoff may be set at 0.40 which is perhaps the lowest acceptable threshold on a conventional liberal-to-conservative continuum, whereas 0.60 or 0.70 would be the limit of the conservative end [20]. Table 18 presented the 25 items loaded in Factor 1 with loadings from 0.602 to 0.725. It is evident that the indicators are concentrated on workforce development and motivation. After analyzing the 25 factors and arranging them in a logical manner, a new management dimension was identified that will best represent the group of indicators. The first factor encompasses the administrators, faculty members, students and people from the community. Therefore, the first factor is tagged as Investment on People. The effective management of institutional resources particularly the workforce, internal and external, is crucial to the institutional performance. It is evident in some institutions that a significant portion of employees or

workforce are generated and monitored at the system level, the institutional management of this most important resource acquisition and utilization significantly contributes to the effectiveness of planning, goals achievement, mission success, and institutional integrity. The institutional support resources which might include workforce support and staffing, and other assets should be an integral and proportional part of all institutional planning, allocation, and assessment activities. The second factor taken from the results of the Varimax with Kaiser Normalization rotation method is identified as **Leadership and Administration** as presented in Table 19 with factor loadings from 0.522 to 0.639. This dimension emerged in the context of Governance and Management which ranked first in the summary of composite means of the eight constructs of organizational quality and excellence. The university's system of Leadership and Administration vividly defines the vital roles of the institutional constituencies in developing policies and sound decision-making. The foregoing results sustained that the university's administrative structure and services provide avenues to accelerate learning and research, promote quality development, and espouse the institution's leadership and administration.

Table 19. Factor 2 – Leadership and Administration

Indicators	fl
1. The Board of Regents has empowered the College President to strengthen and widen the linkages of the institution to include government agencies and private institutions that provide assistance to the management of its program	0.639
2. Academic and administrative officials feel free in observing openness and transparency policy of the administration	0.631
3. Scholarship grants are provided to faculty and employees who would like to pursue advanced studies	0.614
4. Key university officials allow faculty and support personnel to participate in strategic planning	0.612
5. The Board of Regents and its key officers recognize the right of stakeholders especially on matters that concern their interest	0.597
6. The Board of Regents sees to it that it complies with the requirements of the CHED and other accrediting agencies like the AACCU	0.563
7. Strategic planning results are used as input to quality teaching, research, and community outreach programs	0.559
8. Management provides the leadership in planning and monitoring of operations	0.558
9. Representative members of the academic and some members of the community are allowed to participate in planning and programming activities that concern the students and the university community at large	0.553
10. The organization and management of the university encourages quality management in all aspects of operations of the institution	0.552
11. Strategic plans are developed to ensure quality in instruction, research, and extension service	0.544
12. The line of communication at all levels of the BatStateU organization is open and facilitating a familial and pleasant organizational climate	0.542
13. The university development plan provides key officials with directions in preparing their respective department plans that sustain vision, mission and goals of the institution	0.525
14. The University President involves key officials in decision making especially on issues that affect the welfare of BatStateU stakeholders.	0.522

A Higher education institution is distinguished as a 'social good' which promotes intellectual development, technical knowledge and skills, and advocating the important values of equity, inclusion and citizenship. Tagged as Factor 3 depicted in Table 20, **Societal Relations** is one of the aspects of marketing management which deals with people squarely. This new dimension of organizational quality and excellence

calls for a square deal with people without any streak of hypocrisy to win them to his side. The extension service conducted by the university is one of the major components of the trilogy of functions of a higher education. This corresponds to social relations that promote and sustain socio-economic development to support meet the needs of the local community.

Table 20. Factor 3 – Societal Relations

Indicators	fl
1. The university administration sees to it that its faculty and students join hands in community health services	0.665
2. The university administration encourages faculty and students to join community activities in the spirit of volunteerism	0.656
3. Key officials, faculty and students are made aware of their social responsibility in their community	0.650
4. BatStateU faculty and students participate in activities sponsored by local government units (LGUs) like information dissemination campaigns, health awareness campaigns, and other activities that aim to benefit the constituents of the community	0.649
5. The university administration sees to it that the faculty and student volunteers participate in social activities in the service areas	0.596
6. The university has appointed a community relation officer who attends to activities that concern parents and residents of the service area	0.579
7. Key officials of the university see to it that the faculty and students are always ready to render services to the constituents in the service area whenever their assistance is requested for	0.577
8. Key officials of the university are encouraged to attend the meetings called by local officials of the service area	0.553
9. The projects of the University extension service programs are focused on health, livelihood projects, small and medium scale business, peace and order activities, and other concerns that benefit residents of a community	0.508
10. The institution recognizes the adage that what the school is, so is the community	0.506
11. The university has an infrastructure management program to follow in renovations of buildings, school plants and facilities to improve its learning environment	0.468

The fourth and the last factor is the **Student Career Development** as presented in Table 21 with factor loadings from 0.459 to 0.559. The university as an academic institution provides student support services which are practically essential to allow each student to attain the

university’s goals for them. The support to students toward their educational goals requires a well-organized and appropriate program of student services, complemented by good staff leadership and broad-based institutional commitment.

Table 21. Factor 4 – Student Career Development

Indicators	fl
1. The Student Affairs Office offers student services like guidance, medical and dental health services, sports and athletics, and other services that ensure the welfare and well-being of the students	0.559
2. The university administration conducts orientation and acquaintance programs to welcome incoming students and make them feel welcomed and comfortable	0.514
3. The University provides guidelines and policies in granting scholarship to deserving students	0.508
4. The university administration provides scholarship grants and other forms of financial assistance to students who could not enrol due to financial problems	0.499
5. Faculty members and researchers who have done meritorious studies are acknowledged and given monetary rewards for jobs well done	0.498
6. The Board of Regents and its administration office acknowledge the students as the University’s most important customers	0.494
7. Batangas State University has a governing board that provides directions to administrative, academic, and business affairs of the institution	0.483
8. The university administration provides monetary incentives to faculty and administrative staff who have conducted good studies other than merits for promotion	0.465
9. The Board of Regents as central government of the university is guided by defined vision and mission statements, goals, core value and goals in line with its philosophy	0.464
10. The university administration sees to it that its Office of Student Affairs (OSA) provides relevant activities that hasten student development	0.463
11. The university has educational curricula designed, maintained, and updated by faculty and other professionals who are academically prepared and qualified	0.459

The foregoing translates to support the exceptional student experience through high quality teaching and learning, and student support to enhance the learning experience of students and upgrade their educational gains. All these sustain the impression that the University should be keen enough in developing the students’ career path as the initial step toward Student Career Development. It must be noted that education is a socialization process and students are influenced by the values, culture and ethos of their institutions. With the importance accorded to them, they must gain confidence to become career oriented. Over-all, Figure 1 depicts the four factors brought about by the outcomes of factor analysis which integrate the dimensions of organizational quality and excellence as the new

constructs for Batangas State University’s sustainable development. Factor 1 - Investment on people covers workforce focus, process management, customer focus, and quality of teaching and research. Factor 2 - Leadership and administration focuses on governance and management, and management of resources. Factor 3 – Societal Relations involves community relations, and management of resources. Last but not the least, Factor 4 – Student Career Development is centered on student support services, customer focus, quality of teaching and research, and governance and management. Intrinsically, quality and excellence tend to appear in the four fundamental factors where its utility value is most relevant and therefore indispensable.

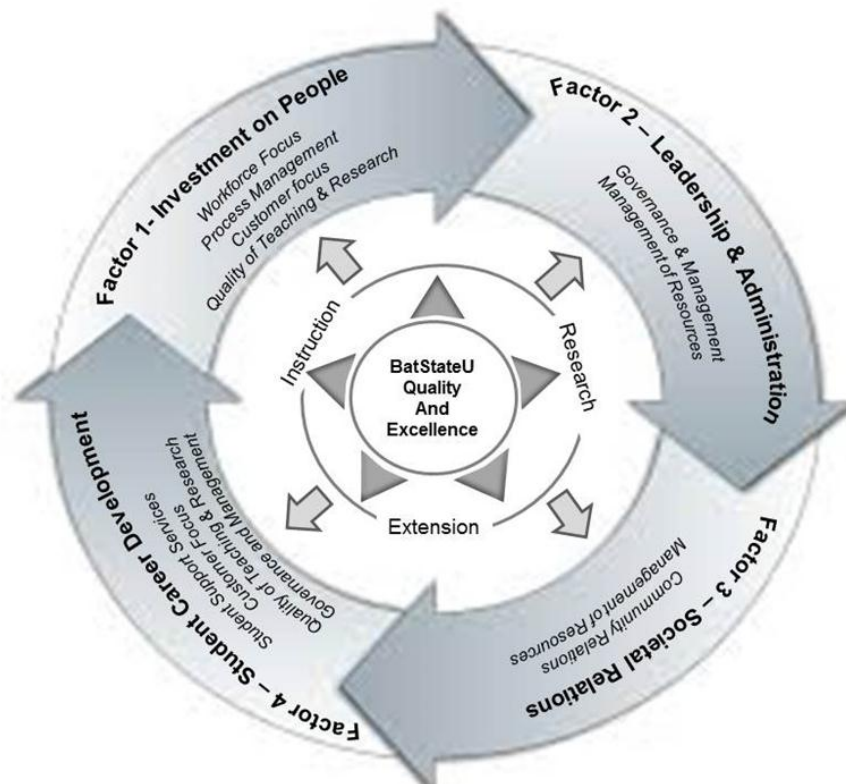


Figure 1. Model for Sustainable Development toward Quality and Excellence

The four new constructs manifest interrelatedness and interdependence thereby ensuring the attainment of organizational quality and excellence of Batangas State University for sustainable development. These will serve as significant hallmark in BatStateU's quest for continuous quality improvement that will drive towards the fulfillment of the basic features of an excellent and world-class university such as highly qualified faculty, excellence in research, quality teaching, high levels of government as well as non-government sources of funding, international and highly talented students, academic freedom, well-defined autonomous governance structures, and well-equipped facilities for teaching, research, administration, and, often, student life. Further, it will also serve as a benchmark in the university's best practices to incessantly upgrade the excellent services it provides in terms of instruction, research, and extension.

5. Conclusions and Recommendations

The assessments on the evidence of organizational quality and excellence of Batangas State University based from the eight dimensions articulated that the university is evidently moving toward the highest level of organizational quality and excellence for BatStateU's sustainable development in the context of total quality management. The new constructs for organizational quality and excellence such as investment on people, leadership and administration, societal relations, and student career development will be of great help in the University to develop culture of excellence, which is one of the University's core values. It will serve as a benchmark in the university's best practices to incessantly upgrade the services it provides in terms of instruction, research, and extension. These new constructs are pertinent to the heightened role of the university to educate more students who come to the university with bigger dreams and greater

needs. The leaders of the university which involves the Board of Regents, President, and administrative officials, will be guided by the new avenues for sustainable development, and continuously work to achieve or surpass the threshold of standards. Similarly, faculty members, students, and community will also be aware of the new dimensions of quality and excellence and take full commitment and responsibility to work hand in hand with the University to meet or go beyond the standards of quality and excellence. This will help close the gap in university success and make Batangas State University as an institution of higher education dedicated to the pursuit and dissemination of knowledge, to the study and clarification of values, and to the advancement of the society it serves. Ultimately, these will help build and earn reputation over an extended period of time which is strengthened through research experience, accumulated knowledge, social interaction and the formation of a vibrant and productive academic community. Profoundly, results evoked that quality and excellence is a way of life. All these, will help bring into fruition and realization of the BatStateU mission and vision, thus, making it a university of choice. It is recommended that Batangas State University management should develop strategic initiatives in integrating additional partners such as business and employer community partners, educational partners, philanthropic partners, national association and organization partners, state government partners who are part and parcel of sustainable development of the institution. Further, the University should employ a quality assurance consultant/specialist who has the expertise in the formulation of quality policies and objectives, and in the development of quality assurance model, and install the institutions' total quality management system in preparation for local and international quality assurance audit.

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